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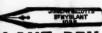
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THE SCHOOL JOURNAL

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Copyright, 1908, by E. L. Kellogg & Co.

Economy in Teaching School. II.

By Prin. E. L. Blackshear, Prairie View State Normal and Industrial College of Texas.

"Education," says Prof. Paul Hanus, of the Harvard university, "is directed progressive participation in life's opportunities, duties, and privileges. Such participation must be so planned as to promote the development of all the powers of each individual and at the same time adapt him to the civilization of his time."

A course of study to meet this definition must correspond to the pupil's powers, and must afford such development and such adaptation.

Since man is body and mind, this course must be mental and physical in its elements. Since man is both ideal and practical, the course must have elements ideal and manual (or industrial). Since mind is intellect, sentiment, and will, the mental element of the course must embrace science, the expression of the intellect of humanity in observation, classification, and generalization as to nature; literature (with art and music) as representative of the yearnings of man for the ideal, the expression of humanity's inmost heart, its hopes, its fears, its aspiration, its inspiration to action; of history, the record of man's choices and will, of his struggles toward the realization of his ideals as seen in his literature, incarnated in his art, and wrought out progressively in his institutions

The course must embrace industrial art as the means by which man has adjusted his environment—his clothing, his food, his weapons, his utensils, his home, his fields, his roads, his cities, and his ships—to his growing needs and advancing power.

It must embrace hygiene and physical culture, whereby man adapts his immediate, most intimate environment—the body, with its nervous system, nerve force, and mental machinery—to the changing requirements and increasing power of mind.

All this would mark science, literature, history, physical culture, and industrial training as the prominent subjects of the curriculum for elementary or universal education.

Implied in these are the subjects of quantity and form, or arithmetic and geometry, which are essential to the pursuit of science and without which progress in the industrial arts would be impossible; the arts of reading and writing, which are the keys to literature and composition; and drawing, as an aid to form study and to industrial and artistic expression.

Underlying all this is the supreme motive to education and to all human effort and growth, which is essentially and intrinsically religious,—with Americans, Christian,—exhibiting morality or personal right conduct as its visible expression.

Of this deepest motive to education and to the entire movement denominated civilization, music (vocal), is a fitting school-room expression, tho literature and the fine arts are fraught and full of the same meaning.

The genius of Christianity, the spirit of altruism, is the supreme motive of all progressive civilization and of what is right and true in the teaching art. To strike at this, to weaken it, is to jeopardize the life and vitality in

human life and society, while education decays and civilization perishes.

The key to a rational curriculum must be discerned in the nature of man and in the motive force of human progress. Just as the key to the construction of a house which is to be a home is seen in the adaptation of the parts and the whole to the needs of the human, of the family to be its tenant—the kitchen and dining-room corresponding to the need of social food taking; the bed-rooms, to the nerves' need of rest; the library, to the mind's cravings; its baths and toilet rooms to the need of bod-ily cleanliness; the gymnasium, to the need of exercise; the reception rooms, to the need for social communiction, etc.

So the curriculum must fit the nature and needs of the pupil, and economy in teaching is to adapt the curriculum, the school architecture and landscape, the school system, the teacher and his training, to best meet the nature and needs of the growing pupil, and then to so direct and organize the energies of the pupils both in and out of school, both within and without the allotted school hours, avoiding interference with the scope of the family and the church, as to most effectively assist the pupil in developing his nature and achieving his needs.

But the underlying motive forces of civilization must become efficient as the personal motive forces of the pupils' life at school and thereafter. These, however, are of the spirit rather than of the letter and must be acquired or imbibed by personal association in the family circle, in the religious circle, and very greatly from the example and inspiration of the teacher. Such are kindness, courtesy, earnestness, forbearance, toleration, service, patriotism, in fine, altruism. As the altruistic spirit is the supreme motive to civilization, so the personal character of the teacher is the controlling influence and underlying force in education.

(To be continued.)



More Freedom.

Dr. John Dewey, director of the School of Education of the University of Chicago, spoke before the Boston Twentieth Century Club on January 10, concerning "Freedom for Teachers." He asked for more freedom for public school teachers in choice of methods and materials of teaching as remedy for educational evils.

"Some of the school reformers who believe that the regulation of curriculum and text-books and methods by a non-expert school board was a fault in the system," he said, "have run to the idea that the only remedy for such a fault lay in centralizing all this power in the hands of an expert superintendent. That is, they would substitute for a partial democracy an autocracy, a one-man power. But the real remedy, it seems to me, is to make the school democracy more complete by giving the individual teachers actually employed in the school-rooms some regular and effective way of influencing the selection of subjects, text-books, and methods of teaching.

"In everything else in our social and political life we are committed to the principle of federation, of representative government. Only in the schools do we deny ourselves the benefits of local self-government. The crying evil of our whole public school system is the subjection of the subject matter and methods of teaching to outside dictation."

He went on to say that in the name of "system" and "uniformity" in some schools the exact ground to be gone over in each subject was specified, "outline topics" were provided, sometimes the exact number of pages in a certain text-book were indicated as the amount which would be exacted, and even "gems of literature" were selected and given to the teachers for presentation before their pupils. The lecturer characterized this as presumptuous, no matter how high the standing of the educators who made up the course; and while he admitted that this arrangement was less harmful in practice than in theory-for the reason that many intelligent principals departed from the prescribed routine and encouraged their teachers to initiate methods and subjects for themselves-he urged that the system theoretically required a teacher to administer an intellectual and spiritual code which was ready-made.

The argument in favor of such system and uniformity on the ground that without it there would be only chaos in the schools, he dismissed as being the old argument against democracy: and the argument that without system outlining what the teacher's work should be many teachers would be found incompetent to perform effective work counteracted itself, he thought, inasmuch as, if it be admitted that the teachers now in the schools are not competent to have a voice in choosing the subject matter and methods of teaching there is no guaranty that they will be appreciative enough of selections by an outside body to make them vital to their pupils.

On the other hand, by sharing in the responsibility of outlining the school course, he said, the teachers would become well fitted to share in it, just as in other forms of democratic control. And he made the point with some emphasis that external authority over these matters tends actually to protect the incompetent and inefficient teacher in her position. It puts the standard of the judgment of the teacher's work in the wrong place. It may make those teachers who, thru their very inability to think for themselves as to the needs of their individual classes, conform most closely to the "system" appear to better advantage than those who in reality are more efficient in teaching.

Dr. Dewey said that the reformers needed to bear in mind that in the matter of public schools the educators were dealing with living personalities, and that there was no proper chance for the hard-and-fast centralization which was proper enough in dealing with merely material things. Since all other reforms, by force of circumstances, depend on the teachers for their actual effect, he urged that the improvement of the sympathy, intelligence, and character of the teaching force was essential to all reform, and that anything would be a reform in some measure if it should bring a finer quality of personality into the school-room; and give it fuller range there.

The lecturer thought the work of the educators up to the present time, beginning with Horace Mann, had been to build up the great machinery of the public school system. The problem now was to use that system so as to get the best results. There had been nothing really new in recent years. Practically every feature of the existing public school system had been germinated in the period between 1837 and 1850, altho he made a possible exception of the idea of using the school buildings as social centers, the school extension idea. One statement which won loud applause was when, in giving the West credit for greater democracy in education than the East, he said that he could not see how Eastern universities could free themselves from the charge of fostering an un-democratic system, so long as they made their requirements so high that comparatively few public schools could fit pupils for university entrance. Such high requirements, he said, tended to interpose private schools between the public schools and the universities, thus dividing social classes, and putting in a great middle barrier to democratic progress.

Turning to consider the children in the schools, the lecturer expressed his opinion that their emancipation in recent years had been more rapid than that of their teachers; but that much of the good results had been wasted because it had lacked direction, and because the system still too largely subordinates the mind of the child to external and formal domination. The deification of a child's whim or fancy, he said, was in truth pure romanticism and was not to be encouraged; but to give freer play to the fancies of a child meant freer outlet for his growing intelligence. The prime object should be to build up the child's knowledge thru first-hand contact and experience. To effect this not more or greater agencies were needed, but rather was it necessary to recognize the importance and bearing of all these agencies now at hand, to give them the degree of dignity and importance which their value requires, and to organize them so that they will reënforce each other instead of conflicting. Agencies now available in school work, he said, were nature study outdoors and at home, school gardens, excursions for observing physiographic conditions; "manual training," including sewing, cooking, weaving, working with tools: and modeling in plastic materials. All these, he said, pass into the simple forms of scientific experiment; and every school-room should be fitted with water and gas and simple chemicals, so that the child may be at his natural business of "trying on something to see what will happen." That natural instinct toward experimentation had found its outlet so far, said the lecturer, chiefly in mischief; but it was now coming to be recognized and provided for in more useful ways. Following out this suggestion, he said, a system would be developed which, in its range of forces, would connect at every point with a child's natural tendencies, and which would work to build up freedom of initiative and individual first-hand experience. It would bring more orderly control of results, and this would be selfcontrol.

Hygienic Precautions.

At the International Congress on Tuberculosis held at Berlin last October Dr. Obertüschen, commissioner of health at Wiesbaden, made an address on the part that should be taken by the school in the struggle to overcome consumption.

The chief points of his address were as follows:

I. The school should take part in this attempt, because, in the first place, it is the chief promoter of all human progress. Secondly, since the school is an obligatory state organization, both teachers and pupils should be protected as much as possible from the danger of contagion with tuberculosis.

II. The struggle against tuberculosis should be furthered by two facts:

a. It is a curable disease.

b. It is a contagious disease.

Since it is curable it is the duty of the school to see (1) that every child suffering from it be excluded from instruction, and, if possible, that he be sent to a children's hospital.

(2) That every consumptive teacher should give up teaching, and that, moreover, even after his recovery, he should, without losing his position, remain in the hospital as long as his physician considers it necessary.

(3) Schools may take further precautions against contagion by

a. Paying greater attention to physical exercises, particularly to those tending to strengthen the lungs and heart during the period of development—from the fourteenth to nineteenth year.

b. By assisting the student in choosing his career.

c. By instructing students concerning the nature of infectious diseases and the means of avoiding contagion.

Dean Briggs on "Discipline."

Dean L. B. R. Briggs, of Harvard university, addressed the Schoolmasters' Association on Discipline, last Saturday, discussing the topic from his experience at Harvard. He concluded that "the best discipline is that which relies upon the understanding between pupil and teacher that the objects of both are the same; a discipline based on sympathy thru the home life with the interests of youth; a discipline which allows of lasting friendship even with pupils who must be disciplined or expelled; a discipline which relies upon co-operation wherever such co-operation is reasonable, with the leaders among the pupils and thru the leaders with the great body of the pupils; a discipline based upon absolute straightforwardness and perfect courtesy; a discipline which does not call it loss of dignity for an instructor or a master to explain his point of view; a discipline which insists that there is no training without work, and that the work must not be done for training only; a discipline which remembers that it is want of training which temporarily wrecks many pupils and makes their evolution into energetic manhood discouragingly slow."

"I believe further, that in every school there should be an effort from the start to make a youth imbibe that wonderful tonic called school spirit, to make him feel that from the moment he enters a school he has become forever a part of it, one of its makers, and that thruout his life, wherever he goes, he takes with him, dragging or exalting it, as the case may be, the name of his school. Once again a deep loyalty, and the problem of dis-

cipline is gone.'

For Southern Education.

At the mass meeting on Jan. 9 under the auspices of the Armstrong Association in the general interest of Southern education, Pres. William H. Baldwin, Jr., of the General Education Board, announced that within a short time an appeal will be made to the country for funds to supplement the gift of \$1,000,000 of John D. Rockefeller for carrying on the work of the board.

"The \$100,000 a year for ten years permitted by this gift," Mr. Baldwin declared, "is but a drop in the bucket. The trustees of this fund believe that every dollar expended in education in the South is a good investment, and they are going to ask the people of this whole country to make such an investment. We have provided a business organization composed of men, every one of whose names is a household word-men whom you can trust-who are to manage this money in the best possible way, and it is to this board that we are going to ask the public to intrust funds for this great purpose.

Morris K. Jesup presided over the assemblage, and the speakers were Charles W. Dabney, president of the University of Tennessee; C. D. McIver, president of the North Carolina State Normal and Industrial school; William H. Baldwin, Jr., and Pres. E. A. Alderman, of

Tulane university.

Dr. Dabney was the principal speaker of the evening and said in part as follows:

"First, I ask you, who are the people about whose education we are speaking? In 1900 these states south of the Potomac contained, in round numbers, 16,40°,000 people, 10,400,000 of them white and 6,000,000 black. In these states there are 3,981,000 white and 2,420,000 colored children of school age—a total of 6,411,000.

school age—a total of 6,411,000.

"The important question is, what is the South doing for these children? In 1900 only 60 per cent. of them were enrolled in the schools, over 2,500,000 of them being out of school. In that year the average daily attendance was only 70 per cent. of those enrolled. Only 42 per cent. are actually at school. One-half of the negroes get no schooling whatever. One white child in five is left wholly illiterate. The average child, whites and blacks together, who attends school at all stops with the third grade. In North Carolina the average citizen gets only 2.6 years, in South Carolina 2.5 years, in Alabama 2.4 years of schooling, both private and public. In the whole South the average citizen gets only three years of schooling of all kinds in his entire life.

"There are schools in the country, but what kind of

schools? The average value of a school property in North Carolina is \$180, in South Carolina \$173, in Georgia \$523, and in Alabama, \$212. The average monthly salary of a teacher in North Carolina is \$23.36; in South Carolina, \$23.20; in Georgia, \$27, and in Alabama, \$27.50.

"The schools are open in North Carolina an average of 70.8 days, in South Carolina 88.4 days, in Georgia 112, and in Alabama 76.3. The average expenditure per pupil in average attendance is, in North Carolina \$4.34, in South Carolina \$4.44, in Georgia \$6.64, and in Alabama \$4.42 per annum. In other words, in these states, in school-houses costing an average of \$276 each, under teachers receiving the average salary of \$25 a month, we are giving the children in actual attendance only five cents' worth of education a day for 87 days only in the year.

attendance only five cents' worth of education a day for 87 days only in the year.

"Now behold the results in the adult people. Comparing the percentages of illiterate whites over twenty-one years of age in the Southern states since 1840, we find that while they increased during and immediately after the Civil war they have decreased but very slowly ever since. These percentages in typical Southern states have just gotten back to where they were in 1850. In other words, among the whites of the South we have as large a proportion of illiterate men over twenty-one years of age as we had fifty years ago.

"In half a century we have made no progress in lifting the dark cloud of ignorance from our own race. In the state of Tennessee there are now 15,000 more illiterate white men than there were thirty years ago when the public school sys-

of Tennessee there are now 15,000 more illiterate white men than there were thirty years ago when the public school system was first established. There are 1,500,000 whites in the South who can neither read nor write.

"In 1900 the percentage of illiterates among males over twenty-one—native whites, mind you, the sons of native parents—was in Virginia 12.5, in North Carolina 19, in South Carolina 12.6, in Georgia 12.1, in Alabama 14.2, in Tennessee 14.5, and in Kentucky 15.5. In Mississippi it is only 8.3, a marked difference directly traceable to their better schools, established some twelve years ago. These are not negroes, but grown white men, the descendants of the original Southern stock.

but grown white men, the descendants of the original Southern stock.

"The material restoration of the South since the war has been marvelous, but the Southern people are still poor. For each child of school age there was in 1901 in Tennessee only \$327 of taxable value against \$2,661 of taxable value behind every child in New York. The people of the South are doing as much per taxable dollar as those of the North, but the taxable valuations are so low that North Carolina expended only \$1.53 for each child's education last year, while New York spent \$10.91. Massachusetts spends for the common school education of her children eleven times as much as North Carolina and eight times as much as Tennessee."

Sectional Histories.

In connection with the recent plea for a broader study of history in the schools, by President James, of Northwestern university, the Memphis Scimitar asks for better histories. "Partisan feeling," it says, "has not been eliminated in this country, and possibly never will be, because the nation is so widely diversified in its tastes and habits, but something should be done to make the school histories more accurate and free from prejudice. Of several histories examined in the past few years there is not one that is not full of inaccuracies and that does not throw false lights on the motives of men who have made some part of the country's history.

Northern-made histories have been used exclusively in the South until four or five years ago, and they taught the children of this section most systematically that any man who fought for the South in the Civil war was a traitor; that the South lacked energy, morality, and education until the North came down to enlighten it; and they also suggested, if they did not actually assert, that every movement for the good of the country along political, literary, or commercial lines emanated from the

North.

Then the Southern-made histories set about instructing the youth of the land that the North was aggressive and envious; ready to oppress the South at any moment; eager to wrest away its wealth, which, prior to 1861, aggregated three-fourths of the wealth of the country.

Between these antagonistic instructions the children of the country are swept from side to side, with the prospect of so much weariness from conflicting reports that no child will be able to form any high ideals of his coun-

try or have much confidence in it.

What the nation needs is a history compiled by unbiased, unprejudiced writers from the annals of every section of the country, with causes and effects carefully stated, and no rash judgments of any kind given, leaving that for the student.

Dr. Atkinson's Report.

Dr. Fred. W. Atkinson resigned his place as general superintendent of education in the Philippines on January 1 and is now on his way home. He has prepared a report of his thirty-two months' service, the formative period of American educational work in the islands, which reviews the work of the educational system, so far, and throws an effective light on the nature of the educational

problems there.

Before the American occupation there was a plan of education which, if properly carried out, would have been productive of substantial results. The Spanish system included schools for primary instruction, secondary instruction, special schools, normal institutions and colleges. But in the carrying out of this system the tendency was to deny the masses elementary education and to center all efforts upon a few who were hurried to a college or university. The result of this policy was a few well-educated men while the masses were not educated at all.

When Dr. Atkinson reached the islands he found practically no educational system. He at once set about the organization of one. The following list of text-books was purchased: Baldwin's Readers, Webster's Primary School Dictionary, Carpenter's Geographical Reader Guyot's Geographical Reader (North America), Wentworth's Elementary Arithmetic, Fry's Geography, Montgomery's Beginners' United States History, Little Nature Studies, Spanish Grammar (Edgren), Waymarks for Teachers, Health Chats with Young Readers, Robinson Crusoe for Youngest Readers, the Young American, and

The tangible results of the system are: An educational bill has been enacted, the archipelago has been divided into seventeen divisions, and an American superintendent installed in each of the provinces, 1,000 teachers for primary work have been appointed, received in Manila, and been stationed, with consideration for their own comfort as well as for the needs of the towns; 200 additional teachers for secondary work are being appointed, about 200 soldier teachers had, until recently, been detailed from their regiments, and 3,400 Filipino teachers have been appointed; more than three-quarters of a million of American school books have been purchased, together with an enormous quantity of school supplies, including 20,000 modern desks; instruction in the English language has been provided in about 1,500 schools, in which more than 200,000 children are enrolled; night schools for adults and those unable to attend during the day have been opened thruout the archipelago and are working successfully, with an enrollment of about 25,000.

Salaries of Filipino teachers have been increased and a definite announcement has been made to them that the American teachers are there, not to displace them, but to prepare them to take charge of their own schools. The Filipino teachers have received daily instruction in

English.

Vacation normal courses have been arranged in the various school divisions, principally to train the native teachers, but also to aid the American teachers. nent normal schools have been established in the provinces tributary to the Manila Normal school. Industrial work is conducted successfully and plans for additional trade schools in the provinces are maturing, hastened by a regular appropriation for this work which is now available. Sites for the principal agricultural schools have been chosen and the schools are now in process of organization, with the supervisor and teachers in the field.

Grammar and high schools have become a part of the system and teachers for this work in secondary instruction are in process of appointment under an appropriation recently made. Furthermore, recommendations have

been made for the establishment of schools of painting, sculpture, drawing, and music, and the plan of a technical school, and a university in Manila has been discussed as a preliminary move to further and more definite action in the near future.

In working out this system countless difficulties have been faced, among them being: different races, tribes, conditions, customs, poor transportation, church and religious affiliations. In spite of all these the work in the islands has been put on a practical and permanent basis

which seems to give assurance of success.

In concluding his report Dr. Atkinson sounds the following note of warning: "In this system we must beware of the possibility of over-doing the matter of higher education and unfitting the Filipino for practical work. We should heed the lesson taught us in our reconstruction period when we started in to educate the negro. The education of the masses here must be an agricultural one after the pattern of our Tuskegee institute at home.'

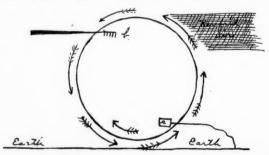
Atmospheric Electricity.

By RENO BAYLESS WELBOURN, Physicist. The Interstate Lecture Bureau, Cincinnati, O.

Every student of physics knows that when any body is charged with a particular "kind" of electricity it induces an opposite charge in its neighboring unexcited bodies. So the earth, being charged with negative electricity, induces a positive charge in the rarefied strata of air (which are conductors) insulated from it by the five or or six feet of dense atmosphere close to the ground. But the potential of the charge thus induced is not sufficiently high to produce the various phenomena of lightning, aurora and St. Elmo's fire-else these manifestations would occur perpetually.

What, then, are the causes of atmospheric electrification other than that caused by induction? Or must we admit that Nature has locked up the mystery and hidden

I suppose that ninety-five per cent, of the prevailing text-books on physical geography attribute the cause to the evaporation of liquids on the earth's surface. I have no less than half a dozen such texts on the desk upon which I am writing; and yet in the face of them, and a hundred others on the book-shelf, I am compelled to assert that they are all wrong. Evaporation of liquids has nothing to do with the charge of the clouds. Such eminent authority as Dr. John Trowbridge, director of the Jefferson Physical Laboratory, of Harvard university, says that the most exhaustive experimentation has never shown even the slightest electrification due to evaporation, and any physicist who takes the time to investigate, may easily verify his assertion. Why the text-book



writers continue to quote the explanation of speculative philosophers it is doubtful if even themselves could say.

It seems to me that the problem was demonstrated in the performances of Franklin's old frictional machine. At least in part. A charge was excited on the glass plate by the two rubbers, a, and carried on upward and discharged into the prime conductor, b, the circle representing the plate in the diagram.

Now this is exactly what occurs in the atmosphere,

and has occurred from the beginning. The rays of the sun radiated from the earth, by heating up the lower stratum of air, causes it to rise upward like smoke in a chimney, and the cold air above to decend to take its This together with the usual forward motion of the breeze gives rise to a rotating or whirling wind. This is represented in the diagram by the arrows surrounding the circle. When this whirling wind rubs against the earth the friction electrifies the non-conduct-The charge is then carried upward, as on the plate of Franklin's machine, until it is discharged in the rarefied conducting atmospheric strata above. Thus the upper region of the atmosphere is a huge prime conductor; or to bring the analogy into modern times, the inner and positive coating of a Leyden jar of which the earth is the outer coating, and the first five or six feet of air the inducting medium.

The friction of water particles floating in equilibrium, as they rub against buildings and trees and other material substances is also another fruitful cause of atmospheric electricity. The possibility of this was amply proven by Lord Armstrong's hydro-electric machine by which the friction of partly-condensed steam forced at high pressure thru a number of small wooden nozzles produced sparks five and six feet long. It has also been demonstrated that the steam blown from the safety valve of a locomotive, in passing among the telegraph wires overhead, may cause electrical effects not otherwise present. Hence the friction of minute water-particles floating is the six of the correct hyperthesis.

ing in the air offers a correct hypothesis.

The cause of electrical displays in polar snow-storms can doubtless be explained by the friction of fine ice crystals and cosmic dust. The reasonableness of this was proven by Edbert, who suspended a body above the surface of liquid air, and found it soon became negatively charged, due to friction of minute particles of

very cold ice in the surrounding vapor.

A fourth cause may possibly be the ionisation of the air by ultra-violet light. This is the theory of Elster, and of Lenard and Geitel. The upper strata of air are given equal plus and minus ions, and by different physical causes, the negative ones are discharged into the earth, while the positive remain. This theory, however, is too technical for the layman, but he will find in the first two theories given sufficient explanation of atmospheric electricity for all ordinary purposes.

A Great Electrical Laboratory.

What promises to be in many respects the finest laboratory of electrical engineering in the world, according to the New York *Times*, has been constructed in Boston—a wide, one-story brick structure for the students of the Massachusetts Institute of Technology. This laboratory will compete with the German laboratories.

In electrical engineering, the German empire, with its splendid laboratories at Carlsruhe, Darmstadt, and Charlottenburg, to say nothing of the great laboratory now being planned at Aix la Chapelle, is the world's center for exact scientific work.

Neither France nor Great Britain has anything to compare with these great German institutions, and the Reichsanstalt, the Imperial Physico-Technical Institution, at Charlottenburg, is the court of last resort for the whole civilized world in all matters pertaining to the standards of measurement for the various electrical processes. Now an American institution is to have a laboratory equal and probably superior to any of its German rivals.

The new laboratory is closely related to the big electrical testing departments at Pittsburg and Schenectady, but it will add the two essential features of the German laboratory—a room devoted to the maintenance and investigation of the ultimate standards of electrical measurement and a series of laboratories for special re-

search work.

The new laboratory provides illustrations. Rai

road transportation, big city drays, an electric crane from the street door to a system of tracks connecting with the

lecture hall provide these things.

It will be possible to take a new dynamo direct from any given factory to the laboratory of the institute, transport it by machinery into the lecture hall, use it to illustrate a lecture, carry it back into the power house, set it up on a metal floor especially provided for such experiments, take it to pieces and examine it in detail, and finally put it together once more and send it back to the factory. The laboratory will thus surmount what has been considered an insurmountable obstacle—the fact that the modern science of applied electricity grows so fast that no educational institution can afford to purchase, often only immediately to discard, each new link in the chain of progression.

The new laboratory is to be named the Augustus Lowell Laboratory of Electrical Engineering in honor of the services which the late Augustus Lowell rendered to the institute. It is divided into five important working parts—the power room and main laboratory, closely akin to the big commercial institutions; the smaller research rooms, based upon a study of the facilities which the Germans place at the disposal of special research workers; the standardizing room, which is intended to equal or surpass the famous Reichsanstalt; the lecture room, unquestionably the most complete in the world, and finally the workshop, where the mechanicians of the institute will repair and, indeed, manufacture a great part of the laboratory apparatus. These rooms, grouped in a single large building, covering some 40,000 square feet of land and one story in height, are so lighted by seventy skylights that each has the steady, well-diffused light of an

The power room is naturally the heart of the laboratory. Here at one end of a hall something over 300 feet in length are the six permanent dynamos, their accompanying engines aggregating over 1,000 horse power, which will furnish current for light, motive power, and

experimental service.

artist's studio.

The actual experimental work—that is to say, the testing of all kinds of electrical apparatus in all their infinite multiplicity of detail, will be conducted by means of a large number of smaller dynamos, which a ten-ton overhead crane, running from one end of the hall to the other, will carry back and forth as different experiments may call for them.

The great lecture room of the new building is very interesting. An amphitheater, seating 300 students, is connected with the adjoining power room and main laboratory by a system of double tracks, which run across the lecture platform.

There will be moving tables on these tracks for the arrangement of apparatus used in illustrating the lectures.

The standardizing room is worthy of the rest. Here one gets to the bed rock of electrical engineering—the precision of instruments and the method of measuring them. The United States, curiously enough, in view of all we have done in electrical science, has no final authority on electrical standards, altho the bureau of weights and measures has recently established at Washington a number of standards of electrical measurement that partly answer the requirements.

But this country has as yet no bureau for standardizing electrical apparatus that can compare with that of the German Reichsanstalt. In planning a standardizing room whose accuracy of work shall equal that of the Reichsanstalt, the Institute of Technology is indirectly supplying such a bureau, not only for its students, but for general reference.

The exterior simplicity of this latest addition to the greater American laboratories of America is worthy of notice. It rests upon permanent foundations, yet is so simply constructed that it could be torn down and rebuilt without incurring any serious waste of money.

Notes of New Books.

How to Attract the Birds and Other Talks About Bird Neighbors, by Neltje Blanchan, author of "Bird Neighbors," "Birds that Hunt and are Hunted," and "Nature's Garden." This is another of the series of books now so rapidly issuing from the press, designed to interest the public in nature things just at hand. The author begins by showing how a bird views our gardens, and so she insists that such trees and shrubs should have a large place as are best suited to furnish nesting places for the birds, and whose fruit is adapted to birds' food. If, to these natural attractions, a few cheap bird boxes or baskets are added where the birds can raise their broods in comfort the feathered friends will congregate, and only for a short time in the very coldest weather will there be any interruption of their visits and of their jubilant songs. This is followed by some descriptions of the most attractive birds, such as the ruby-throat, and their sources of food supply. A chapter is given to the manner of nest building and another to the home-life of birds.

The latter part of the book manifests a distinct motive from the first part to show the mutual relation of various realms of nature and their ways of helping one another. After treating of the ways in which birds secure protection, among which mimicry in coloring stands pre-eminent, and a

The latter part of the book manifests a distinct motive from the first part to show the mutual relation of various realms of nature and their ways of helping one another. After treating of the ways in which birds secure protection, among which mimicry in coloring stands pre-eminent, and a change of color with the varying season, the author shows the place which their songs have in their life economy and their migrations. Their principal relation to men, in addition to the pleasure which comes from their presence, is found in the destruction of injurious insects. All larvæ are preyed upon by some bird. Many full-grown insects are devoured in swarms. So an abundance of birds means that few insects can multiply to a dangerous extent. They also have a large place in scattering the seeds of plants, especially those whose fruit is an attractive berry with hard and indigestible seeds. By their assistance any burned over woodland soon becomes covered with blueberry bushes. Some birds, also, have a place in the pollination of plants. The illustrations are fine. (Doubleday, Page & Company, New York. Price, \$1.35 net.)

The Life of Ulrich Zwingli, the Swiss Patriot and Reformer, by Samuel Simpson, covers an important period in church history. So far as results are concerned the work of Zwingli can be counted of more importance than that of Luther. While Lutheranism has not obtained much of a hold outside of Germany the Reformed churches of Calvin and Zwingli have spread all over Europe and America. The volume will be an important edition to the libraay of those who wish to make a special study of the Reformation period. It fills a want that has been keenly felt. When materials were collected for this biography, with the exception of one or two translations, there was no life of Zwingli in the English language worthy of the name. Since then an excellent volume on Zwingli has appeared, the joint work of Professors Jackson, Vincent, and Foster. Mr. Simpson's volume is concisely written, and, for the general reader, will be found to be just what is wanted. It has a portrait of Zwingli and other illustrations. (The Baker & Taylor Company.)

to be just what is wanted. It has a portrait of Zwingi and other illustrations. (The Baker & Taylor Company.)

The Biography of a Prairie Girl, by Eleanor Gates, is a "human" story. It is a delightful description of a little girl's life on a farm in the Northwest twenty-five years ago. The heroine is a spirited little girl, full of resources, to whom life is nothing, if not intense. She goes thru all the phases of child life on a farm, herding the cattle, picking potato bugs, turning the squeaky grindstone. Her life like that of every other child on the plains, had few joys and many little tragedies. The prairie gave her health—but never happiness. They say the city child ages fast; but do they ever think of the "wearing sameness and starving of heart" that puts years on the country child? Later, the little girl's life shows that, if one has the right aim, and pursues it, other things will adjust themselves to it, and life will have both harmony and peace. The book is not a novel, yet the same characters appear and reappear with a reality that impresses the reader with confidence in the truth of the narrative. It is full of local color and adventure and written in a quiet, sympathetic way, true to child nature. (The Century Company. \$1.50.)

The Memoirs of Paul Kruger, told by himself, recorded by H. C. Bredell, his private secretary and Piet Grobler, exunder secretary of state, and edited by H. Schowalter, has been published simultaneously in many countries. This is the story of one of the most remarkable careers of modern times told in a simple, direct, and vigorous way. Whatever ideas one holds as to the South African struggle, the central figures in that contest cannot fail to be of interest. The earlier chapters treat of his boyhood and youth, especially with his experiences as a hunter and soldier. Then follow accounts of the great trek, the foundation of the Transvaal state, and the difficulties, domestic and foreign, thru which it passed. Into the military events themselves Kruger does not enter, but he gives a very extended account of diplomatic matters from his point of view. He maintains a

calm and moderate tone even when speaking of his archenemies Rhodes, Chamberlain, and Milner. The volume is provided with a map and a frontispiece portrait. (The Century Company, New York. Price, \$3.50, net; postage, 24 cents.)

Lux Christi: An Outline Study of India, by Caroline Atwater Mason, is a brief introduction to the history of that wonderful land, with an especial bearing on missions. One of the results; of the Ecumenical Conference of Foreign Missions held in New York city in 1900 was a movement for a system of united study among all the women's foreign missionary societies of the world. First was taken up a study of missions from apostolic times to the close of the eighteenth century. The first text-book of the course, "Via Christi," has reached a sale of 35,000 copies. The central committee now present as the second course in the series the volume, Lux Christi, on the history and missions of India. This book will arouse unusual interest, because these Orientals are of the same race that we are and are under the rule of an Anglo-Saxon race. (The Macmillan Company, New York. Price, \$0.30.)

Captain Macklin is a story of war and adventure in Richard Harding Davis' best style, and those who have read his other tales know how strong he is in that line. It is a personal narrative by the hero of the story himself, told in terse, vigorous language. He is a young West Pointer who goes south to Honduras and takes part in one of those revolutions so characteristic of that region of armed political broils and revolutions. The Macklins before him had fought in the Mexican and civil wars and he himself had to fight because the Macklin fighting blood was in him. In Honduras this youth plays a great role, actually figuring as vice-president of the country, and winning his way by dash and courage. The novel is a step in advance of the author's other stories, and is a rich fulfilment of the promise of increasing power of his earlier work. (Charles Scribner's Sons, New York. Price \$1.50.)

All teachers will recognize the faithfulness of the picture of the school life of Emmy Lou drawn by George Madden Martin. As a tale of the evolution of a girl it is worthy to take its place alongside that famous story "The Evolution of Dodd." We first become acquainted with Emmy Lou when she is a tiny girl and trace her experiences thru her school course to the high school. They are described so sympathetically and truthfully that children as well as older people will appreciate her trials and triumphs. Emmy Lou ought to be one of the great successes of the year. It is prettily illustrated by Charles Louis Hinton. (McClure, Phillips & Company, New York.)

We have had bicycle stories in great number, and now comes a story of the latest wonder of mechanics, the automobile. It relates the adventures of a very bright and beautiful American girl, who, with her maiden aunt, starts to tour France. A cultivated Englishman comes to their rescue when their auto has broken down, and, allowing himself to be considered a professional, is engaged as their chauffeur and courier, and becomes The Lightning Conductor, and this nickname forms the title of the story. Their travels thru the byways of Provence, Spain, Italy, Capri, and Corsica give opportunity for much vidid description and sprightly humor. (Henry Holt & Company, New York. Price, \$1.50.)

All the people of fairyland and all the creations of fancy have been called in to make up Miss Muffet's Christmas Party which Samuel M. Crothers has described so charmingly. They are all children's favorites: Alice and her Friends from Wonderland, Sindbad the Sailor and the Forty Thieves, Mowgli and Bagheera, Rollo, Uncle Remus, Grimms' Company, Hans Christian Andersen's heroes, and many others. At the hour for assembling they come from all parts of "noman's-land," in coaches, on horseback, or afoot, dressed in all sorts of costumes. The plan of the story is a novel one and it is beautifully worked out. The child that cannot enjoy it must be very defective on the imaginative side. Miss Olive M. Long's pictures are sympathetic and delightfully true to the text. (Houghton, Mifflin & Company, Boston. Price, \$1.00, net.)

\$1.00, net.);

A Short Life of Abraham Lincoln, convensed from Nicolay and Hay's "Abraham Lincoln," by John G. Nicolay. Our readers are acquainted by reputation at least, with the biography of the martyred president by his two secretaries, the men who had the most opportunities to know him personally and to become acquainted with his public policy. This is a condensed and popular account of the great president's career. It tells about his marvelous development of this American youth from a raw country rail splitter into a great lawyer and the foremost statesman of his time. It ought to be read by every American. What we dissent from, however, is Mr. Nicolay's treatment of the McClellan episode. He seems to be so anxious to present the side of Lincoln and Stanton that he does scant justice to McClellan. That military leader did an important work in the war which historians should recognize. The frontispiece of the volume is a portrait of Lincoln and his son "Tad." (The Century Company, New York. Price, \$2.40.)

Nathalie's Chum is probably the most delightful book that Anna Chapin Ray has yet written. Several of the characters of the previous volumes appear, together with an orphan family of New York. The eldest, a man of twenty-six, suddenly thrust in loco parentis to four young children, and confronted with the problem of a limited income and unlimited needs, finds his best support in his impetuous young sister, a healthy girl of sixteen. One of the McAlister clan divides with the brother the right to the role of Nathalie's Chum. The illustrations are by Ellen Bernard Thompson. (Little, Brown & Company. Price, \$1.20.)

Brenda's Cousin at Radcliffe is a most interesting story of school life for girls by a well known and well read author, Helen Leah Reed. She has introduced Brenda before this to the public and we have spoken good words about her "School and Club" in these pages, and it is with pleasure that we see her now in the halls of Radcliffe college. We favor the stories of those who can describe school life interestingly, for we think these favor education. Besides there is a curiosity concerning college life in the minds of the many thousands who cannot attend college. We like the tone of the volume of this third in the Brenda series and hope several more will follow concerning this charming character. (Litmore will follow concerning this charming character. tle Brown & Company.)

Andersen's Fairy Tales are so full of bright fancies and apt morals that they are destined to an immortality of fame. Edition after edition of them appears. The one translated by Carl Siewers contains about twenty of the best stories. Its distinguishing feature consists of the unique illustrations by Joseph J. Mora, the brilliant young American artist, whose drawings for "The Animals of Æsop" and "Reynard the Fox" have won such wide recognition. The illustrations include twenty-four full-page half-tones and nearly ninety text cuts, all of them marked by unusual originality and distinction. The volume is handsomely and substantially bound in cloth and has a striking cover design. (Dana Estes & Company, Boston. Price, \$1.50.) Andersen's Fairy Tales are so full of bright fancies and

Chatterbox has been enjoyed for many years by children and is without doubt the most famous juvenile publication in the world. The edition for 1902 has 412 pages, more than two hundred illustrations expressly designed for it by eminent English artists, six handsome colored plates, and illuminated board covers. The contents include a great variety of original stories, sketches, and verses, edited with the most scrupulous taste and care. Some of the stories of heroism and danger will hold the attention of the most adventurous boy, and the speeddtes of the spinal world, and the tales which and the anecdotes of the animal world and the tales which inculcate lessons of manliness, truth, and courtesy, are no less noteworthy. (Dana Estes & Company, Boston. Price,

Among the sweetest, and, at the same time, saddest stories in literature is that of "Little Eva" in Mrs. Stowe's story of Uncle Tom's Cabin. It is a fortunate coincidence that the semi-centennial of this remarkable book's publication should be the date for the appearance of a selection from its pages adapted to the taste of young readers. In any list of the famous children of literature Evangeline St. Clare should certainly have a prominent place. Never before in the history of fiction was exactly such a character created. A little girl who combines the healthy gaiety of the average child with a spiritual quality entirely unique—a being with a suggestion of both fairy and angel, and yet wholly and winsomely human, exists, perhaps, nowhere else in the pages of novelist or poet. The book is one of the Famous Children of Literature series. (Dana Estes & Company, Boston. Price, \$0.75, net.)

A third in the famous series of Traveler Tales bears the title of Traveler Tales of Pan-American Countries. In this book Hezekiah Butterworth has entered into the spirit of the people of those regions. It is full of the legends, history, and folk-lore of South and Central America and the West and folk-lore of South and Central America and the West Indies. The author has made several journeys to South America, and has more than once crossed the Andes. He has also visited Panama, and studied on the spot the vexed problem of an isthmian canal. The book is of absorbing interest from cover to cover, and its numerous stories illustrate the manners and customs of the native populations, the Inca traditions, the Indian tales, and the exciting narratives of animal life in the forests. These Traveler Tales are strictly contemporary in interest. A chapter even is devoted to Mount Pelee and the Martinique disaster. There are over forty full-page reproductions of new photographs and sketches. (Dana Estes & Company, Boston. Price, net, \$1.20; by mail, \$1.35.) \$1.20; by mail, \$1.35.)

William O. Stoddard, whom the boys know very well, tells about *The Voyage of the Charlemagne*. A great many things happen. The bottom of the sea is scoured for strange monsters by a new sort of electric searchlight; the ship on which Tom Lane and his sister are voyaging with the dear old wizard of a professor is caught in a cyclone and a waterspout, and encounters a school of whales; a heavy fog bank is dissipated, and a huge iceberg melted down by electric devices; dolphins and polar bears are captured; and finally, to the dismay of all, the terrific speed which the electric ship is

making is suddenly exchanged for a mctionless calm; they are at the earth's magnetic center! These are only a few of the episodes. (Dana Estes & Company. Price, \$1.00; by

of the episodes. (Dana Estes & Company. Price, \$1.00; by mail, \$1.12.)

Probably most of our readers have heard of the daring feat performed during the civil war of stealing a Confederate train on a railroad in Tennessee. Those who have and those who have not will desire to read the story entitled Chasing an Iron Horse, which is founded on that incident. Edward Robins has made the train-stealing incident the center of a thrilling story. The plan was to enter the enemy's country in disguise, capture a train on the Georgia state railroad, steam off with it, and burn the bridges leading in the direction of Chattanooga, on the northern end of the road, in order to hamper the movements of the Confederates. With what daring the plan was carried out, how near the train-stealers came to complete success, and what thrilling adventures they passed thru are recorded in this story. The Confederates were astounded at the audacity of these men and freely expressed their admiration for the feat. (George W. Jacobs & Company, Philadelphia. Price, \$1.00 net.)

A Maid of Mettle, by "Alien" (Mrs. L. "Alien" Baker), is a bright story for young people, and its heroine is just such a person as young folks like to get acquainted with. Whether we see her in her own home or on a ranch in faraway Australia she is always interesting. Some of her experiences in that country are amusing and she writes many exciting adventures, but the really delightful events of her life occur after she has returned home. The story is pure in tone and teaches some good lessons. It is well illustrated. (George W. Jacobs & Company, Philadelphia. Price, \$1.00.)

Robert Andersen's story of Jack Champney deals with college and university life in a most entertaining manner.

Robert Andersen's story of Jack Champney deals with college and university life in a most entertaining manner. After that the heroes take part in doings, in which adventure follows closely upon adventure. Jack wins our good will by his jolly good humor, and Ned our admiration by his energy and prowess. It is a strong and well told story and one that will have a character-forming effect on the young. The book is illustrated. (George W. Jacobs & Company, Philadelphia. Price, net,\$1.00; by mail, \$1.15.)

How to Study Literature, that is what many people would like to know, and one who can give effective advice in this direction is sure of a hearing. Benjamin A. Heydrick's book on this subject contains much in little space. The aim of the manual is to facilitate the appreciative study of literature; to manual is to facilitate the appreciative study of literature; to concentrate the attention upon the text itself, not upon editorial explanation and comment. It furnishes means by which the student can ascertain for himself the chief characteristics of the book studied. Each book is treated as a type, as a representative of a class, so that the study of a few books may open the way for the appreciation of many. There are many books criticising literature that are all very well in their way; here is one that tells you how to criticise literature, yourself, and thus get more culture than by reading what someone else has said. It is an excellent little book and one well suited for use in literature classes. (Hinds & Noble, New York city. Price, \$0.75.)

Everyday English, Book One is a book that is considerably

Noble, New York city. Price, \$0.75.)

Everyday English, Book One is a book that is considerably different from the usual language-study book. It is intended for intermediate grades and the subject matter is presented in a way that, we believe, will be sure to arouse the children's interest. For instance, the author, Jean Sherwood Rankin, takes up the common name Charles and shows all the varieties of male and formels promose in different language that takes up the common name Charles and shows all the varieties of male and female names in different languages that have sprung from it. This forms the basis for a lesson, and it is one that children will appreciate and remember. She tells how to study class names, general terms and special terms, poems, etc.; how to write letters, how to punctuate; points out every-day errors and tells why they occur; gives forms of letters and notes, and presents may other things that are practical and that a young pupil may learn. The lessons have been tested in many schools, and therefore no one may think that the author is giving merely a theoretical presentation of the subject. (Educational Publishing Company, Boston.) pany, Boston.)

Letters from a Self-Made Merchant to his Son appeared originally as a serial in the Saturday Evening Post and now will undoubtedly gain a much wider circle of readers in book form. The letters are written by John Graham, head of the house of Graham and Company, pork-packers in Chicago, familiarly known on 'change as "Old Gorgon Graham," to his son, Pierrepont, facetiously known to his intimates as "Piggy." The author is George Horace Lorimer who is a humorist of no mean quality. The book is full of quaint and homely aphorisms and is not without a keen touch of satire here and there. (Small, Maynard & Company, Boston. Price, \$1.50.) Price, \$1.50.)

Four Little Indians, by Ella Mary Coates, records the doings of four healthy children. They are neither the "goodygoody" sort, nor of the dangerous variety who are forever doing impossible deeds. They have their faults, but they have good enough in them to make us feel they are all right. The youth who reads this book will surely get amusement out of it, and, in addition, we think he will get some valuable lessons. (Henry T. Coates & Company. Price, \$0.80, net.)

The School Zournal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING JANUARY 24, 1903.

Sometime since, THE SCHOOL JOURNAL published a few thoughts on the wonderful opportunities afforded to women in the school field for developing all that is best and sweetest and most womanly in woman. Not a word was said on the negative side, nothing of the penalty that is sure to befall those who neglect these opportunities-not because the penalty is less real than the blessings, but because it would have been less pleasant to depict. The higher the office of the woman who is eternally looking for things to criticise instead of trying to be genuinely helpful, appreciative, and encouraging, the more deplorable the results. We know of at least one supervisor of primary schools whose disregard of her precious privilege of lovingly searching for the good has made her self-sufficient, bitter, inhuman, miserable. Her vielding to the many temptations to be hateful has by degrees so hardened her that her very entrance into a class-room is a blight upon cheer and happiness. The penalty in this one instance is so strikingly evident that those who knew the supervisor before her hateful days would have diffi-culty in explaining the change. The world is apt to regard self-sufficiency, irritability, and ugliness of temper as results of teaching. Fussiness and school-ma'am-ishness are synonyms in the vocabulary of ordinary conversation. Yet how wrong this is! Teaching is capable of developing the best that is in us. The noblest and most lovable men and women the world has been blest with have been the teachers of the race, those who taught mankind by word and act and example. Those who fail to develop in the school field the virtues of considerateness, of self-denial, of self-sacrifice, in a word, of charity, are not worthy of the post they occupy. The word teacher should stand for lovableness.

The annual report of State Supt. Charles R. Skinner, of New York, submitted to the state assembly on January 19, is a document of unusual importance. The Journal will speak of it more at length next week. The part which will probably arouse most discussion is that in which Dr. Skinner recommends state payment of "the tuition demanded in the academic departments of the public schools" from pupils residing in districts where academic instruction is not provided by the state. A strong argument is presented, also, in favor of the reading of the Bible in the schools, but comment on this must be deferred.

The election of Dr. Clarence E. Meleney as associate city superintendent of schools has added another strong force to Dr. Maxwell's cabinet. Dr. Meleney's experience as a teacher is a long and varied one. He has taught in New England country and city schools, has been principal of grammar schools in Yonkers and Newark, and superintendent of schools in Paterson and Somerville. Later he was for three years principal of the Horace Mann school, and a member of the Columbia university faculty of philosophy. In 1896, he was elected assistant superintendent of schools in Manhattan, and in this capacity has done excellent work. He has been a personal friend and follower of Colonel Parker. The principals and teachers with whom he has come in most direct contact think and speak highly of him. He is devoted to his profession, sympathetically and inspiringly helpful to teachers, and a strong executive. His promotion will be universally approved.

The words of Abram S. Hewitt by which he will be long remembered are well worth pondering upon by teachers: "I hope that when the time comes it will be said of me that I was a statesman." How many of those

now employed in school-rooms can say they wish to be remembered as teachers. Last summer the grave was visited of one who labored in an out of the way place, and on the small marble slab were the words: "I wish to be remembered as a teacher."

Are there not many who, in different kinds of work, look back on their teaching days with something akin to contempt? The day has not yet arrived for properly valuing teaching. The money measuring rod won't do. A man may teach for \$12 per month, and ten years later be an engineer and be paid \$100 per month, and yet not be doing a more creditable work.

The whole atmosphere to-day is antagonistic to the valuation of self-denial and self-sacrifice. Two young men left a theological seminary together, both earnest and self-sacrificing; in ten years one was in a city pulpit receiving \$5,000, the other still in his country parish receiving \$750. If he feels chagrined that he, as able as the other, should receive only a fraction of that one's salary let him read over Mr. Hewitt's words; let him say, "I chose preaching; I wish to be known for my preaching, not for the salary I get."

The teacher is in precisely a similar situation.

The Chicago board of education has voted that the absence of a pupil from school because of a religious holiday shall be considered a valid excuse and shall not count against records in the distribution of medals and honor diplomas.

The director of the Yale gymnasium has announced the result of his physical examination of the freshman class at that institution.

The average age is 18 years, 11 months. The average weight is 135 pounds; the average height 5 feet 9 inches. Nine per cent. wear glasses; 20 per cent. smoke, and the average time given to sleep is 8.08 hours.

One of the great offices of the teacher is to bring in new thoughts into his school; there must be a good deal more than drill. "Drill," said Prof. DeGraff at an institute, when some one had spoken of the "drill" he gave on the multiplication table, causing the whole school to repeat it when arrayed for home, marching around the house to the monotonous tune of "twice one is two," until the table was said; "drill, why you can drill a school to death. It reminds me of a farmer, who, when his boys would stop threshing, because all the grain had been beaten out, would call out, 'keep right on; don't stop,' and then looking around to the bystanders would say, 'It gives them exercise and that's what they need."

There is somehow a great waste of mental energy in many schools. President Eliot is the only college president that we recall who set himself to work to find out how much time is really needed to learn to read in the First Reader or to work in the four arithmetic rules. We should like a committee of one hundred or one thousand to be appointed by the N. E. A. to attempt to find this out.

Dr. G. Stanley Hall is authority for saying that when the school-room processes become a "grind" their usefulness is gone. Here we come around to the need of interest. How shall I interest so that I can carry on educational processes? is indeed a question of importance.

Secretary Root has served notice, by declining to accept the resignation of a commissioned officer who has been in the service but a short time, that West Point is not for the education of civilians. A number of men get their education there at the country's expense, and soon resign to retire to private life. The navy suffers from the same practice. The prosperous times make it easy for the graduates to secure lucrative employment in civil life. But it is unfair to expect the government to train men for its service and then to part with them in this way. Secretary Root acted wisely in blocking this practice.

The Southern Education Board is doing a longneeded work-interesting the Northern wealth. Now, at the outset, the people of the Southern states who are desirous of doing something for education aim at the colleges—a great mistake. The reason is apparent; they are college men; they did not start in the elementary public schools. But the greatest need (great as is the need of the colleges) is in the elementary public schools. Mr. R. C. Ogden, president of the Southern Education Board, well said in Philadelphia:

"Altho it has aided some institutions of higher education, its main objective point is the rural school in the sparsely settled states. In the prosecution of this endeavor, it gives much attention to the facilities for teacher training. It is most earnest in its efforts for the consolidation of schools, the lengthening of school

terms, and improvement in the quality of the teaching."
This last is the true objective point. When New York state was in the same condition that North Carolina now is what was done by friends of education? They opened a normal school-that was in 1844. It was bitterly opposed by some because it would cost \$10,000 a year; by the academies, on the ground that they prepared the teachers properly.

Nevertheless this was steadily aimed at, and it was vindicated that this was the right policy. The teachers in the rural schools in the South are, indeed, poorly paid; but they teach poorly. The better class (what we mean is the more intellectual class) are not greatly interested in the common schools. The writer suggested to a member of a school board in Ocala, Fla., that better buildings and better pay would attract people to the town. He replied, "We don't want those people that have to have the hat passed around to educate their children; we want those that will come up like men and pay for it themselves.',

Now this was about so here in New York state once. The writer was engaged in having the "Free School Law" passed; a man who had no children denounced him as a robber, "Taxing me to pay for what I don't get." We echo the words of Mr. Ogden: "Improve the

rural schools by furnishing better teachers."

A headmaster at Bradford, England, declares that his country has entered upon an intellectual decline and predicts dire results in the next generation. He says: "In Germany, out of a population of 50,000,000, 30,000 young men attend the universities every year, whereas, in England, with a population of 30,000,000, only 5,000 attend universities.

The Universites. vs. the Colleges.

There is a battle going on between the colleges and the universities. Harvard started the idea of allowing a young man, if he could, to finish his course in three years. This seemed reasonable; some can do it and some cannot. Those that can, get a year to put into law or medicine. But the colleges don't like this; they claim it has not so come down from the past. It is agreed that somewhere a certain amount of work must be done to entitle young men to the degree of B.A., but it is plain that the high schools have greatly improved as well as many preparatory schools; a young man can go into college now far better prepared than he could have been twenty-five years ago.

At the dinner of the Hamilton College Alumni, President Stryker said it was "a pedagogic folly to shorten the college course to three years." But yet there were Hamilton men there that disagreed. One said: "When I had finished the junior year the hard part of the course was over; we did not study much the senior year. But there are young follows who come to college that don't get much even in four years. A picked class could get thru in three years."

At the universities a young man may enter the fourth year into the law school; he may still take up some of the senior studies if he chooses. This is the advantage of the university. The small colleges feel the magnetism of the university.

The Busy Morld.

It is highly probable that the contract for replacing the great telescope that was destroyed by fire at the Yerkes Observatory, at Williams Bay, Wis., will be given to Prof. John Brashear.

A series of lectures and practical exercises have been arranged by Cambridge university, England, to serve as training for persons wishing to undertake exploration or desirous of contributing to our knowledge of for-eign countries. The series will include the history of geographical discovery; principles of physical geography; map making and map reading; geography of Europe; anthropo-geography; practical ethnology; geomorphology; geology; plane-table, photographic and geodetic surveying, etc.

Dr. Lemstrom, of Helsingfors university, has conducted some interesting experiments on the effect of an electrical discharge on the growth of plants. Four seeds of barley, wheat, and rye were sown in pots, the soil being electrically connected with the ground. For five hours daily a current was passed thru the soil. After eight weeks the height of the plants affected by the electric current was found to be about forty per cent. greater than those to which no current had been applied

Some of the bones of a mastodon have been dug up at Newburg. So far, there have been secured the lower jaw, with teeth in place; the teeth of the upper jaw, one tusk, eighteen ribs, or seven complete ones, and fragments of four others; fifteen sections of vertebrae, bones of the foot, and what was probably the skull. The tusk is curved, seven feet long and nearly seven inches in diameter at the root, and is in fair condition, altho signs of disintegration have already appeared.

The French government has made President Eliot, of Harvard university, an officer of the Legion of Honor.

Emperor William of Germany has presented President Roosevelt with a copy of an edition de luxe of the work entitled "The Reform of the Higher School System in Prussia." The book is a beautiful specimen of the finest German printing and binding and deals with a subject in which the emperor is deeply interested. The frontispiece is an excellent portrait of the emperor.

Dr. Reisner, of the University of California, has secured a concession from the authorities in Egypt to excavate at the pyramids, the field being divided, by mutual agreement, between the Italian and German governments and the University of California.

President L. L. Doggett, of the International Y. M. C. A. Training school, at Springfield, Mass., has announced that a \$50,000 endowment fund has been raised.

Winston Churchill, the author, made his first paragraph in the legislative history of New Hampshire by introducing a bill requiring that the constitutions of state and nation be read in the public schools of the state once a year.

The Red River of the North.

The physical geography of the Red river region has been studied recently by Dr. Dowling, who finds that part of Manitoba has been twice submerged beneath the sea and finally elevated before the glacial period. The ice then traveled southward till it completely filled the Red river valley and even extended over Minnesota. As the ice melted a large lake was formed along its southern margin, which increased in extent as the ice retreated northward and beaches were formed along its The lake first drained southward to the Mississippi, but later the water found other outlets, probably toward Hudson's Bay, and a gradual contraction of the lake ensued in which successive beaches mark the sepa-

rate stages. The present lakes of Manitoba are the remains of this great lake of former time, thru whose waters the bowlder clay and other sediment were constantly sifted and distributed over the whole region, thus causing the wonderful fertility that characterizes most of the Red river valley.

Philippine Dwarfs.

In a recent report on the ethnology of the Philippines, David P. Barrows, chief the Bureau of Non-Christian Tribes, has presented some interesting discoveries. He reports the discovery of what he considers the aboriginal race of the archipelago, a dwarf black people, known as "Negritos" or little negroes. These people are almost the smallest on the globe and are true savages. There are about 30,000 on the islands. Some of them average four feet in height, but the greater number are under three feet. They feed upon roots and small game, and do not live in villages, but roam thru the mountains in small groups of a few families each. They are timid and fearful of approach and yet to a certain extent are feared by the more civilized tribes.

In contrast to the dwarfs are the tribes in eastern Mindanao who are very tall like the Polynesians. In addition to these there are seven Christian tribes, the Mohammedan Malays, and various other Malayan people in our possessions.

The Movement of Glaciers.

For the past five years glaciers have attracted a great deal of attention from physical geographers everywhere. One question of considerable interest has been whether since the beginning of the historic period the glaciers of the world have augmented or diminished in area. Some general conclusions only have been reached in regard to this question. It is traditional in the Alps and in some other regions, that valleys now occupied by glaciers were formerly pasture lands. It is certain that for several formerly pasture lands. It is certain that for several centuries till comparatively recent times there was a gradual increase in the area of glaciation.

Glaciers are in a state of constant movement. are either continually increasing in length or they are Climatic variations are the cause of these oscillations, tho the influence of climate upon the glacial movement is not yet understood.

In the Arctic regions during the eighteenth century and in part of the nineteenth an important extension of glaciers occurred. Many harbors in Spitzbergen were closed to shipping which formerly had been constantly The glacial advance in Iceland covered places that had formerly been the sites of farms and churches. Within the historic period the glaciers attained the r greatest extent about 1860. Since then few of them have grown to an important degree. Many have diminished in size since that date, and others have disap-

The land surfaces which are to-day covered by glacial snow and ice are about 4,485,000 square miles in extent, or more than one and a half times as large as the United States. This enormous mass of ice is distributed principally in the polar regions. Only about 19,500 square miles of surface are covered by glaciers outside of the perpetually frozen north and south.

There are two distinct types of glacial phenomena— the Alpine and the polar. One of the best examples of the Alpine type of glacier is seen in the Mer de Glace, at Chamounix. A circle of peaks surrounds a depression, which is filled by compacted snow and ice. The snow and ice accumulates to a great depth and then begins to overflow down the mountain side, a true glacier. characteristic feature of the Alpine glaciers is, then, that they occupy depressions in relation to the surrounding topography.

The polar glacier, on the other hand, occupies a culminating position above everything else. It is an enormous cap or cupola rising above the surrounding lands; it is the dominant feature of the landscape. Such, for example, is the great ice cap in Greenland.

The Perrine Comet.

This comet becomes more and more difficult to see and will be interesting to recapitulate its life history. Discovered in the constellation of Perseus, not far from Algol, it has since passed thrn the constellations of the zenith, Perseus, Cassiopeia, Cepheus, the Swan, the Lyre, Hercules, and into Ophinchus and the Serpent. The twenty-third of November it passed its perihelion and has been lost to sight because of its approach to the sun.

The comet was 59,544,470 kilometers from the earth the eighth of October, about fifty-five millions the tenth, the day upon which it reached its minimum distance. Its rapid pace has carried it a distance of nearly thirty-three million leagues, or nearly the distance of the earth from Thus the comet placed 45,971,667 miles bethe sun. tween itself and us in about twenty days. Its volume must have equaled 10,000 times that of our globe.

Restoration of the Parthenon.

Greece is determined to restore the ancient Parthenon. At first the work was to be carried out with old fragments of marble taken from the surrounding earth, but the authorities finally decided that nothing but new, freshly quarried stone should be used. The result will be grotesque for the ancient stone is weather-stained.

The original appearance of the old structure can probably never be restored. It has been quite definitely settled that, altho the edifice was built of the purest white marble, it was colored here and there. It is likely that the sculpture was also relieved by color and that the moldings were painted or gilded.

Receivers of the Nobel Prizes.

The award of the Nobel prizes have already been announced in THE SCHOOL JOURNAL. The honors in physics were divided by Dr. H. A. Lorentz and Dr. P. Zeeman, both of Holland. Dr. Emil Fischer took the chemical prize. The medical prize was received by Major Ronald Ross, principal of the Liverpool School of Tropical Medicine, and the literary prize by the venerable historian, Theodor Mommsen.

Zeeman is the man who discovered that if a beam of light were passed thru a magnetic field before being analyzed by a spectroscope the lines in the spectrum would be doubled. Lorentz worked on kindred subjects-the theory of radiation and the relations of the ether to mat-

Fischer is a versatile scientist. His early work was in the field of coal tar.

More recently he has studied the amino and diamino acids, which are the products of the decomposition of pro-

To Major Ross is principally due the theory that the mosquito is an active agent in the dissemination of malaria. The parasite has been discovered in the blood of its human victims. Major Ross proved that the mosquito had much to do with conveying the germ from one person to another.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON,

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Is a weekly journal of educational progress for superintendents. principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870 it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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Letters.

Skill Increasing.

It is quite apparent to me that the teachers are becoming more skilful in their work. I visit many schools during the year, and find there is some comprehension of the principles underlying the work. It was once painful to see a teacher teach a child to read. The first I recall was in southern Ohio; the child was five or six years old; the teacher was a young woman with no experience or thought. She called up the little fellow and pointed to the letters of the alphabet one after another. He could not say them thru, tho he had been in school for a month.

About two months after I was in the school again, and she was teaching the same boy to spell words like boy, say, hay, etc. I asked if he had got into reading and she said, "Oh, no; I shan't undertake to teach him to read

until next year."

Now this was not a solitary case; it was so pretty much all over. In a village school last November I was in a school in the same county; the teacher was a bright young woman; there were six in the class; none knew how to read. The teacher had them around a table, and had objects, doll, box, etc., and printed words to correspond; she gave objects and words to each and they were to put the right words on the object. Their joy and activity was unbounded. What a contrast with the one just described!

Then she had some idioms, as "I want," on a frame, and each was to put in a word and say it. Hundreds of sentences were formed. Other idioms, as "I have," "See the—" etc., were used. These pupils had been in school but one week and had begun to read already. When the teacher left them to attend another class (it was a multi-graded school), an older pupil came and they kept at work with the words. They would read several First Readers thru the first year.

This plan I have seen followed in several of the schools I have visited, and I am amazed at the contrast with the

school first described.

I find the rural schools now want trained teachers; once they did not care for this—took anybody. I find there is a growing belief in there being such a thing as a science of education- that is, among the people. there is more permanence; a man or woman takes up teaching now as a man does medicine-with the expectation of following it. In talking with George A. Pierce as to the cause of this effort to learn to practice according to principle, he said it began with the dissemination of Colonel Parker's ideas by The School Journal. It is a good thing to believe that the work of so devoted a man should survive. The copy of his "Talks" I value very highly. He lifted teaching out of the dreary routine which it had become and put it on the track, and the progress made is plainly visible. Possibly these views of a "looker on" may interest the excellent Journal. Louisville. R. E. HALSTEDGE.

CESTON Scientific Temperance Instruction.

In your issue of December 27, 1902, appears a review of the report of the New York State Central Committee on Scientific Temperance Instruction in the public schools, in which there are one or more statements which do not quite justly represent the statements of the State Central Commitee

Your summary says:

In reply to the teachers' suggestions for improving the law, the report declares that the law should not be modified so as to give the teachers more freedom in their way of imparting knowledge.

What the report actually says on this point is the following:

The Science Teachers' Association recommends that the present law be modified in such a way that teachers of physiology be given more freedom to decide as to the character and content of their teaching.

If by "character of teaching, the association means the

method, neither the New York law nor any other specifies the method by which this instruction shall be imparted. It leaves methods wholly to the judgment and pedagogical skill of the teacher. The law merely prescribes that there shall be an oral lesson-book to aid primary teachers in giving instruction, that pupils, beginning with the fourth school year shall have text-books adapted to grade as one source of information, and that tests in this subject as in others shall be necessary for promotion. Providing a text-book as one source of information for a pupil's use on any subject is not prescribing the method or 'character of the teaching' any more than requiring that a pupil shall have a dictionary prescribes the method of teaching spelling. Neither does the law specify what shall be taught about alcohol or about any feature of general hygiene. Therefore, the clamor of the Science Teachers' Association for 'more freedom as in the character and content of their teaching' is uncalled for."

Your summary also says that our report "declares.

Your summary also says that our report "declares that there is no evidence to show the necessity of the lower grade pupils having possession of textbooks."

We are at a loss to know what the report of the committee says that could be thus interpreted. Under the heading "Text-books Absolutely Necessary for Pupil's

Use," the report says:

Use," the report says:

"The same arguments which have put text-books in other subjects in the hands of children old enough to use them intelligently apply to this study as well. Without such use of books in the grammar grades, too much work is thrown on the teacher and too little responsibility on the pupil. The child does not go to school ito have knowledge poured into him, but to gain mental power, and this in no small degree comes from the use of books in physiology as in arithmetic or geography.

The laws of the National Congress and of most of the states wisely specify text-books for pupils' use in this study in grades where books are used in other subjects, that is, from the fourth year upwards."

We are not aware that any one who has studied the

We are not aware that any one who has studied the question of physiology and hygiene and its adaptation to public school study, has ever recommended text-books for the use of pupils in the three primary years, but our report emphatically recommends the use of books adapted to grade by pupils beginning with the fourth school year, hence your statement that our report "declares that there is no evidence to show the necessity of the lower grade pupils having possession of text-books" must have been a typographical error or due to a failure to read our report correctly. ALFRED L. MANIERRE,

New York City. Secretary and Treasurer. New York State Central Committee on Scientific Temperance Instruction in Public Schools.

South Carolina's School Money.

In our state we get \$140,000 from the state's sale of liquors and shall realize more every year. I can speak from experience when I say that South Carolina's plan of shutting up the saloons and selling the liquor, herself, is a good one. I see no drunkeness now. To be sure, the negroes buy by the gallon and carry it back to the plantations and retail it out, but that is better than drinking it in the saloon.

There is trouble in getting enough school money in our Southern states; if they would take our plan they would get enough. Here \$500,000 is paid in for liquors; we ought to have half of it for our schools; that would make matters easier. There are some who think liquor money should not be used for school purposes, but I see no reason for the distinction. Russia is going into selling liquor and it is probably the only way out of the desire for liquor left with us by past ages. One thing is certain; those who buy get a pure article. Formerly men have drunk a vile, fiery mixture that soon killed them.

We are chock full of illiterates in this state and one

reason is that the teachers are so poorly qualified. This is the great reason. In New York you used to pay as poorly as we and yet you got pretty good results after all; our poorly qualified teachers are mere apologies for teachers; we have no one to raise up a decent standard.

Columbia.

Poisons accumulate in the system when the kidneys are sluggish—blotches and bad complexion result—take Hood's Sarsaparilla.

The Educational Outlook.

MEMPHIS, TENN.—There is a strong probability that in the near future there will be an industrial school for girls established at Raleigh Springs, Tenn. The Memphis Industrial League is behind the plan and the necessary funds seem assured.

By the will of the late Dr. Bushrod James, of Philadelphia, a plot of ground is given to the city of Coronado, Cal., in trust "to erect thereon a school of instruction for young people, to be called the Bushrod Washington James Institute." Two other lots in the city are given for the maintenance of this insti-

In the will Dr. James says that he has in the Will Dr. James says that he has given the American Temperance univer-sity, of Harriman, Tenn., a property for the establishment of a school for the study of domestic science and he gives it in addition \$5,000 for the endowment

ELGIN, ILL.—Owing to the epidemic of typhoid fever in this city the board of of typhoid fever in this city the board of education has passed an order shutting off the water supply from the schools. The board attributes the epidemic to the water supply of the city which comes from the Fox river. Pupils are allowed to bring bottles of water to school with them, if they so desire, otherwise they go thirstv.

The Baldwin Locomotive Works has given Sibley college, Cornell university, a complete locomotive for experimental

The American Historical Association has awarded the Justin Winsor prize to Charles McCarthy for a monograph on the Anti-Masonic party.

Prof. Germain Martin, of the Univer-Prof. Germain Martin, of the University of Paris, who has been lecturing under the auspices of the Alliance Française in most of the important cities of the country, has returned to France. He collected material during his stay in this country for the publication of a work on American institutions.

Of the 240 public school teachers in Washington county, Md., forty have resigned their positions within a year because of the small saiaries paid them.

The pope has placed the Catholic university at Washington under the jurisdiction of the Congregation of Studies and appointed Mgr. Dennis O'Connell rector of the university. These acts indicate a continuance of the liberal or American policy of administration for the institution.

Owing to the coal shortage two of the public schools of Philadelphia have been obliged to close and it seems probable that others will have to follow the same

The French government has made James H. Hyde, president of the Federation of the Alliance Française in the United States, an officer of the Legion

The annual Tuskegee negro conference is to be held at Tuskegee, Ala., on Feb. 18 and 19.

Vanderbilt university has received thru Dr. H. Z. Kip, professor of German, a fine art collection, including engravures, heliogravures, colored facsimiles, and photographs of a select list of old and modern masterpieces.

Brownsville, Tenn. - Estelle Walker tions. The work will have been elected county superintendent of of a general editor. schools for Haywood county.

Cornell university has been maintaining a toboggan slide for the use of its

ALBANY, N. Y.-An attempt is being made to secure an appropriation of \$1,-000,000 from the legislature for a new fireproof state library building. A place is needed for the exhibition of various collections and the conservation of the

The board of regents, of the University of California, have added Dr. Albert Shaw, editor of The American Monthly Review of Reviews, to the faculty of the university, as lecturer for 1903, on "The Morals of Trade." This is a new educational feature of the university, known as the "Barbara Weinstock endowment for the further ang of batter and higher for the furtherance of better and higher ideals of business morality.

President Scott, of Rutgers college, has announced that if the necessary funds can be procured he desires to improve the facilities of the college by the erection of a building for the study of mechanical arts, an observatory for the astronomical department, a fine arts building, and a new heating and lighting plant.

LINCOLN, NEB.—A bill has been introduced into the state legislature by Representative A. V. Cunningham, of Hamilton county, prohibiting the playing of football at the public educational institutions of the state.

ROCKFORD, ILL. - It is announced that a seminary is to be erected here by the American Missionary Society at a cost of

LITTLE ROCK, ARK.—The board of trustees of the State university have made the following recommendations for the improvement of the agricultural department: Addition of dairying and veterin-ary divisions; creation of an entomological board; establishment of farmers' institutes; fund for veterinary inspection; law for the inspection of fertilizers.

JACKSON, MISS.—The trustees of the public schools announce the laying of the corner stone of the new South ward school with imposing ceremonies. This school with imposing ceremonies. This school has been built at a cost of about

The Wisconsin State Teachers Association has elected the following officers for the ensuing year: President, E. A. Briggs, Wisconsin State university; Secretary and Treasurer, H. M. Jackson, Columbia county, Wis. The association also adopted resolutions urging the legislature to pass stringent laws which shall prevent the employment in any branch of industry of a child under fourteen years.

Lord Strathcona, chancellor of McGill university at Montreal, has given \$20,000 for the construction of a gymnasium.

The annual catalog of Princeton university shows its total enrollment as 1,194, an increase of nineteen men over last year. The increase is chiefly in the scientific department, where the registration is greater by twenty-eight. The freshman class is forty-two less than the number in the entering class last year.

The American Historical Association proposes to begin this year a work of great importance, namely, the reprint, in carefully edited but inexpensive form, of leading narrative sources of American history. This is a project which seems of leading narrative scales. This is a project which seems likely to contribute greatly to the spread of historical knowledge, particularly among persons and communities denied access to large libraries and costly editions. The work will be under the charge

Albany, N. Y.—The Republican legislators will name Charles A. Gardiner, of New York city, for regent of the University of the State of New York.

Supt. Ralph B. Dean, of Pontiac, Mich., has been compelled to resign on account of ill health. He is succeeded by Prin. J. H. Harris, of the Orchard Lake Military academy.

MINNEAPOLIS, MINN.—The board of trustees of Hamlin university announce that an endowment of \$250,000 has been raised for the university.

In Prussia private high schools for girls are more popular than the public institutions. There are 649 of the former, with 73,440 pupils, and only 213 of the latter, with 53,558 pupils.

JACKSONVILLE, ILL.-Dr. D. K sons, of Chicago, has given \$50,000 to Illinois college. Dr. Pearsons required the institution to show him that it has raised \$150,000 from other contributions in the last two years.

Morris K. Jesup has given \$25,000 to the trustees of the Hampton Normal and Agricultural institute, and the same amount to the trustees of the Tuskegee Normal and Industrial institute for the endowment funds of the two institutions.

Dr. Sewell, warden of New college, Oxford, who entered on his ninety-third year on Christmas day, will retire shortly. For seventy-five years, without a break, he has been in residence at Oxford as student, fellow, and warden.

Prof. E. P. Lyon has been appointed the temporary successor of Dr. Loeb at the University of Chicago.

Dr. Charles Lane Poor, formerly associate professor of astronomy at Johns Hopkins university, has been appointed to a lectureship in astronomy at Columbia university.

Baron Coubertin, who is described as baron Coupertin, who is described as "a foreign educational observer, has re-cently stated that he considers English public schools nearly perfect, because they train a boy in moral and social ide-als, with no pernicious admixture of

The government college at Mazatlan, Mexico, has been closed on account of the epidemic of the bubonic plague now existing in the country.

The Kentucky Educational Association will be held at Maysville, (Mason county) June 24-26, 1903. W. H. McConnell, secretary.

May Read Bible.

TOPEKA, KAN.—By a recent decision of Judge Hazen, of the district court, the Bible may be read hereafter in the public schools of Kansas.

Montana Teachers.

The Montana State Teachers' Association met at Bozeman. Over 400 members were present. Prof. M. J. Elrod, of Missoula, spoke on the history and purposes of the organization. Prof. McKay, poses of the organization. Froi. Mchay, of Missoula, argued in favor of a unification of the work of the state educational institutions. "The state board of education," he said, "ought to control the state normal school, grant teachers' state and life certificates, and have control of the state and life certificates, and have control over exeminations."

trol over examinations."

James Reid spoke on "The County
Institute." He advocated that the James Reid spoke on "The County Institute." He advocated that the county institutes be placed in charge of the county superintendents; that those attending be paid their regular salaries and that the institutes be retained in their present form.

Professor Elrod, of Missoula, spoke on "Temperature at Different Altitudes;" Prof. Rowe, of Missoula, on "Montana Geology" and Dr. E. Benjamin Andrews.

Prof. Rowe, of Missoula, on "Montana Geology," and Dr. E. Benjamin Andrews, of Nebraska, on "A Rap at the Croaker." Other prominent addresses were "The

Influence of the Environment upon the Country School," by R. G. Young, of Butte, in which the consolidation of county schools was favored; "The Teaching of Mathematics," by Prof. N. R. Leonard, of Butte, and "Teachers' Self-Culture," by Dr. E. Benjamin Andrews, chancellor of the University of Mebraska. Dr. Andrews urged the teachers to keep in touch with Mother Earth and her beauties with art and literature,—in short, to cultivate the mind -in short, to cultivate the mind in all things.

Resolutions were passed urging the legislature to increase the efficiency of the county superintendents, to appoint a the county superintendents, to appoint a text-book commission, to adopt compulsory education, and to change the personnel of the state board of education so that five of the members shall be active participants in educational work. It was voted to hold the next annual convention voted to hold the next annual convention at Anaconda under the direction of the following officers: President, John M. Kay. of Red Lodge; vice-president, O. M. Harvey. Livingston; secretary, Elma Harvey, Livingston; secretary, Elma Keriger, Boulder; treasurer, George B. Keriger, Boulde Swap, Bozeman.

The St. Louis Convention.

The Missouri State Teachers' Associa-The Missouri State Teachers' Association held a very successful meeting at St. Louis on December 29, 30, and 31. The principal subject in the minds of the members was the question of the advisability of free text-books, and a hot discussion broke out as soon as the convention was opened. As nearly as could be determined the opinions of the teachers were about evenly divided on this subject.

The paper of John T. Ray, of Chicago, on "Democratic Government of Schools by and thru the Pupils" also aroused much discussion.

Pres. David Starr Jordan, of Leland Stanford, Jr., university, spoke on "What the Twentienth Century De-mands."

W. H. Lynch, of Mountain Grove, in speaking on the influence of the press from the teacher's side said: "I am a subscriber to seventy newspapers and cannot emphasize too strongly their influence upon the people. I believe that cannot emphasize too strongly their in-fluence upon the people. I believe that the children should be taught to read the papers thoroly and understandingly early in life. Newspapers should be introduced into the school-room and the leading ar-ticles discussed under the guidance of the teacher.

Mr. Frederick M. Crunder, librarian of the St. Louis public library, spoke on "The Library as an Educational Agency." He said in part: "The supplementary reading courses are among the greatest aids to school children. The St. Louis library is making special efforts in this line. The school principals outline the class of books desired for supplementary work and these lists are forwarded to the library. The books are then sent to the schools for distribution.

Miss Hattie D. Sutton, of Tarkio,

Miss Hattie D. Sutton, of Tarkio, strongly advocated the library as an adjunct in rural schools. She claimed that the children in the rural districts are greatly handicapped by not having access to standard books of reference. In this way they frequently gain a wrong impression from the text-books, and unless the error comes directly to the no-tice of the teacher there is no means of correcting it.

Among the resolutions passed by the association was one requesting the legisschools in each county and to provide for the transportation at public expense of pupils living two miles or over from

The following officers were elected for some convenient point in hi the ensuing year. President, George B. hour each week for the pu Longan, Kansas City; secretary, S. P. sulting parents and others.

An excellent program was provided for the fiftieth annual meeting of the Michigan State Teachers' Association held at Saginaw. But the attendance was not quite as large as last year judging from the paid memberships which numbered exactly 1,000.

This being the semi-centennial year the first session was very appropriately devoted to an anniversary program. Prof. Daniel Putnam, of Ypsilanti, who has been a member since the third year read a paper on "The Educational Condition in 1850 and the Beginning of the Association." Supt. Austin George, of Ypsilanti, of long and active educational experience, spoke of "Some of the Early Active Members of the Association." H. R. Pattingill told of "Some Things Which the Association had been Influential in Accomplishing," and State Supt. Delos Fall gave "The Present Educa-

H. R. Pattingill told of "Some Things Which the Association had been Influential in Accomplishing," and State Supt. Delos Fall gave "The Present Educational Conditions in the State and the Work of the Association To-day."

"Education and Efficiency" was the topic of a lecture, by Prof. George E. Vincent, of the University of Chicago. Supt. P. J. Wilson spoke on "Fundamentals of an Education," which was discussed by Supt. W. M. Andrus, Petoskey. The address by Orville T. Bright, of Cook county, Ill., on "The Country School Problem" was illustrated by the stereopticon. Mr. Bright emphasized the lack of suitable school buildings, school yards, lack of true and natural effects, and lack of conditions and equipment within the building. He concluded by giving the proper conditions and showing how a building could be constructed, beautified without and within and properly equipped.

Baltimore Items.

Among the recommendations of the annual report of Superintendent Van Sickle, of Baltimore, were the erection of a gymnasium and additional classrooms for the Western high school and the establishment of ungraded classes for unmanageable boys and confirmed truants when such pupils shall be reported by the attendance officers.

COMPULSORY ATTENDANCE.

The Baltimore school board has re-The Battimore school board has re-cently put in force a new compulsory education law. The system of compul-sory education is to be in charge of the second as sistant superintendent of schools, who is to furnish a monthly re-port to the superintendent. He is also to meet the attendance officers, one being assigned to each school district every

In each school a register is to record each visit of an attendance at a school.

When an attendance officer shall be un-When an attendance officer shall be unable to procure the attendance at school, either public or private, of any child who is a habitual truant or who is required by law to attend school, he must file with the second assistant superintendent a written statement, giving the name, age, and residence of the child, name of the teacher, and the number of instances of truancy during the three months preceding. Thereupon the second assistant superintendent, if in his judgment the case is a proper one for prosecution, shall authorize the application to the Juvenile Court, for a warrant for the arrest of Court, for a warrant for the arrest of such child. The officers are to report to the vice-principals of the schools assigned to them once a day, when such visits are

Each officer must be in attendance at some convenient point in his district one hour each week for the purpose of con-

The University of Georgia is assured of holding a summer session this year at Athens, Ga. Already over \$7,000 has been raised for this purpose. The chief object of the instruction is to be the training of the country school teachers. The school will be under the charge of Chancellor Walter B. Hill, of the University of Georgia as president and Dr. E. sity of Georgia, as president, and Dr. E. C. Branson, of the State Normal school, as superintendent. It is expected that about a thousand teachers will attend.

Dr. Alderman on Southern Schools.

The members of the Southern and General Education Boards were tendered a reception in Philadelphia, on January 12. President Alderman, of Tulane university, made the principal address of the evening. He said in part:

"The education boards think of them-"The education boards think of themselves as the agents of democracy, asking themselves this great question: How can a nation, begun, advanced, and beset as ours, be so guided that its citizens shall become freemen entering continually into the possession of intellectual, material, and moral benefits? They do not stand for philanthropy, but for democratic idealism. In them may be seen the corporate genius of the nation transferring porate genius of the nation transferring its energies from material to spirit and seeking to enter humbly into the task of enriching the life of the people.

"If the South needs greater average intelligence among the masses, a greater exactitude of thinking among the leaders, a greater industrial efficiency everywhere, a more scientific attitude toward racial and social phenomena—does not the whole nation stand in need of better manners, of a soberer discipline, of a quieter tone, of more spiritual sturdiness, of less exaltation of hardness and success? The work goes forward for the present in the Southern states because those states are the burden bearers of this correction and because in roble selfthose states are the burden bearers of this generation and because, in noble self-reliance, they have traveled in two de-cades from picturesque and gracious medievalism to forceful, industrial democracy.

"If the nation could not endure half "If the nation could not endure nair slave and half free, how can it grow part white and part black? How shall a backward race of a divergent ethnic type, and in a different plane of development, become a part of the national life for the national good? That is the negro question. Slavery put him under the bottom and held him there. Reconstruction put him on top and held him there. Neither plan worked!

"The cry, 'Let us alone,' used some-times to come up from the South. It was the cry of a sensitive people, exasperated by the fierce criticism of three generaby the fierce criticism of three genera-tions and conscious of isolation, and yet of dignity and high purpose. The cry is changed. It is a happier cry. We are one nation, members of one body. We do not want to be let alone. Come down to see us, every now and then, and bring your knitting, and see if you could have done any better than we have done. We love our self-respect better than gold. Our lips are shut like iron about some things, and we shall not babble overmuch Our lips are shut like iron about some things, and we shall not babble overmuch of our past, idealized forever to our souls by woe and fortitude and deep loyalties; but if your eyes are clear enough to see straight the paths we have trodden, and if your souls are great enough to want to serve, our souls, my brothers, are great enough to want your sympathy and help, for the glory of the nation and the good of men. The energy of the South demands to be free and shall be free, and you shall help us to be free."

New York City and Vicinity.

At the meeting of the board of education on January 14, the board elected Clarence E. Meleney to the place of associate superintendent, left vacant by Hubbard R. Yetman.

They also served notice on all women teachers that if they marry their offence will be reported, charges will be preferred against them, and they will be dismissed from the service. The resolution on marriage was to cover the situation as laid down by a Brooklyn court, some time since, that the marriage of a woman teacher is not tantamount to her resignation. This is how it reads: "Rewoman teacher is not tantamount to her resignation. This is how it reads: "Resolved, That no woman principal, woman head of department, or woman member of the teaching or supervising staff shall marry while in the service. It shall be the duty of a district superintendent to bring to the notice of the board of superintendents the marriage of any such perintendents the marriage of any such per-son in his district, and such fact shall be reported to the board of education, which may direct that charges be preferred against such teacher by reason of such marriage."

The committee on sites of the board of education has rescinded its action in reeducation has rescinded its action in re-commending the erection of a new school in Orange, Hicks, and Cranberry streets, Brooklyn, adjoining Plymouth church. The members of the congregation pro-tested vigorously against the proposition to put a school on this spot, as the church desires the property as a site for the Beecher tomb and memorial building.

The associated local school boards in the Bronx have recommended to the board of education that a deputy super-intendent of school buildings be located in their borough instead of at the Fifty-ninth street building. All the other borninth street building. All the other bor-oughs have their deputy superintendent of school buildings located in their own boroughs.

John Alexander Dowie, the Zionist leader, is to invade New York and establish a college for students, according to his latest announcements.

The New York board of education is to change its by-laws so that a properly accredited representative of a local school board may have a voice on the floor of the board or the executive committee on matters affecting a local board.

City Superintendent Maxwell has called the attention of all the superintendents to the necessity of graduating from the grammar schools every pupil fit to be graduated, at the mid-year graduation and not permitting principals to hold back pupils for the purpose of allowing them to enter the college in June. This matter is to be according to leaded of the north of the purpose of the purpose of allowing them to enter the college in June. This matter is to be carefully looked after and where occasion arises a strict and serious investigation will be made.

The old Bryant homestead at Roslyn, I., famous as the home of William Cullen Bryant, which was burned to the ground about a month ago, will be rebuilt ground about a month ago, will be rebailed in its old shape. Paintings of the old house will enable the architects to plan one of similar exterior appearance. The interior, however, cannot be reproduced.

There is a strong probability that P. S. No. 103, Manhattan, will be organized by the committee on elementary schools as a double school, with two principals.

The report of the New York city board of education, for the first half of 1902, says the whole number of schools under the jurisdiction of the board was 512, with 11,741 teachers. The total number of public is always asked to the content of the public is always asked to the content of the public is always asked to the content of the public is always asked to the content of the c the jurisdiction of the board was 512, with 11,741 teachers. The total number of pupils in elementary schools, was 431,491, and the average daily attendance 405,925. The number of corporate schools receiving appropriations from the city was: Manhattan, 17; Brooklyn, 11. The number of teachers in these schools

as the district is a tenement house re-gion, few suitable buildings can be rent-ed. The board desires a new school in the southern part of the district. This would relieve congestion in districts 2 and 4, as well as in No. 3.

The annual report of the Abigail Free School and Kindergarten shows that the average daily cost of the eighty thousand children in attendance was six and a half cents daily. Their average daily atten-dance in the kindergarten department was

The local school boards are sending a variety of plans for improvement to the board of education. Most of the sugges-tions relate to new buildings.

The directors, of the Hebrew Technical institute, have inaugurated evening classes in tool-making and mechanical drawing. The object of establishing this night school is to enable machinists to night school is to enable machinists to acquire experience in the handling of all tools, and particularly to enable them to acquire that finesse in workmanship which is the first attribute of the efficient

LONG BRANCH, N. J.-The citizens of the town have presented to Roy Taber, a high school boy, a gold medal for saving the life of a young boy at Pleasure Bay recently.

YONKERS, N. Y.—The board of education has authorized the opening of school buildings after school hours for the accommodation of the pupils and their parents who may wish to take advantage of the warmth.

Miss Katherine Harney, a teacher in P. S No. 4, Jersey City, has resigned to enter a convent in Philadelphia.

For the benefit of teachers and students of German in the public and private schools, Helnrich Conreid, manager of the Irving Place theater, has arranged a special series of plays in German on Saturday mornings at 10 o'clock. The first performance. William Tell, will take place Jan. 24.

The new St. Andrews college, of the Order of Jesuits, near Poughkeepsie, was opened on Jan. 15 by the arrival of the faculty and 116 students from St. John's in Maryland, to take the place of which the new building is designed.

Charles Lane Poor has been ap-Dr. Charles Lane Foor has been appointed a lecturer in astronomy at Columbia university. Dr. Poor is a graduate of the City college, and received a Ph. D. degree from Johns Hopkins university, where he was professor of astronomy from 1895 to 1899. He is a life fellow of the American Academy of Sciences and vice-president of the New York Academy of Sciences.

Several of the professors at Teachers college will offer courses at various summer schools. Prof. Paul Monroe will speak on the history of education at the University of California, and Professors Baker of the English department, Dodge, of the department of topography, and Richards of the manual training department will be at the summer session of ment will be at the summer session of the University of Tennessee, at Knox-ville. Many of the other instructors will, of course, teach in the summer session of Columbia university.

The title of Prof. James Earl Russell, of Columbia university, who is also the dean of Teachers college, has been changed from "Professor of History and Education" to "Professor of Education."

The New York Academy of Sciences has elected nine members of the faculty of Columbia university to academy scholarships in recognition of their scientific attainments or services to the advancement of science. They are Prof. Michael Sdvorky Pupin, of the department of electro-mechanics; Dr. William J. Gies, of the department of physiological chemistry; Prof. Amadaus W. Graban, of the department of physiological chemistry; Prof. Amadaus W. Graban, of the department of palæontology; Dr. S. Alfred Mitchell, of the department of astronomy; Dr. Herschel C. Parker, of the department of astronomy; Dr. Joseph C. Pfister, of the department of mathematics; Dr. Charles C. Trowbridge, of the department of physics; Dr. Charles A. Strong, lecturer in the department of psychology, and George I. Finley, instructor in geology. arships in recognition of their scientific

Joseph John Thomson, D.Sc., F.R.S., Joseph John Thomson, D.Sc., F.R.S., 1889, for the last eighteen years Cavendish professor of experimental physics at Cambridge university, England, has been appointed head of the department of physics of Columbia university, to succeed the late Ogden Nicholas Rood. Professor Thomson was educated at Owens college and Trinity college, Cambridge. He was a fellow of Trinity college, in 1881, lecturer in 1883, and president of the Cambridge Philosophical Society in 1894.

The Council of the University of New York has decided to establish a degree of Portr has decided to establish a degree of Doctor Juris, with the abbreviation J.D. The council has named Joseph French to act as dean of the School of Commerce until the end of the year, in place of the late Charles Waldo Haskins.

The committee on ways and means of the University of New York have reported in favor of electing an officer to be known as the university syndic, to relieve the chancellor of part of his work. The committee recommended for the place, the son of the president, Dr. John MacCracken, president of Westminster college, Mo.

The official figures of attendance, which supplement earlier estimates, show that New York university has now 2,093 New York university has now 2.093 students. This is an increase of 155 over last year's total. It is divided among the schools as follows: University College, 256; School of Applied Science, 114; Graduate School, 181; School of Pedagogy, 357; School of Commerce, 126; summer school, 113; Law School, 664; woman's law class, 36; Medical college, 301, and Veterinary college, 55; total, 2,203; less 110 names counted twice.

The summer school of 1903 of New York university will be held at University Heights instead of in the Washington Square building. The experiment of a Square building. The experiment of a down town site, with laboratories at the Heights, proved inconvenient for students, while the small increase in attendance was not attributable to the down town location.

Adelphi college, Brooklyn, is to continue its free lectures in French, which have proved very successful. Arrangements have been made to accommodate a larger number of students than formerly.

Supt. E. C. Sherman, of Essex county, Supt. E. C. Sherman, of Essex county, N. J., has submitted a report advocating the formation of a parental school to which morally deficient pupils may be committed to receive proper training without having the stigma attached to them of having served time in a reform school.

Duties of Principals.

The Male Principals' Association, of the boroughs of Manhattan and the Bronx, gave its annual dinner on January 17. President Burlingham, of the board of education, said that in the city system everything depends upon the principals. If there is a good principal in a school, the work is done and well done. Mr. Burlingham thought that teachers usually have a defect which grows out of the have a defect which grows out of the condition which allows them to talk without being answered back. This makes them poor judges of men. They should rub against other men and make themselves fit in with the spirit of the times.

City Supt. W. H. Maxwell said that it is one of the great privileges and duties of the principal—to find out for what a boy or girl is best fitted and to try to aid him in that direction. "A vast amount of energy is going to waste because people are not doing the work they are most capable of doing."

"Many principals," Dr. Maxwell stated, "during the last year have rendered most valuable service to the city and the schools by introducing quietly and on their own initiative the departmental system of teaching. Desirable mental system of teaching. Desirable additions to the course of study are not possible unless departmental teaching exists. It is impossible under the old system, where each teacher is compelled to teach all subjects, but is possible where, under the departmental system, each teacher teaches what she is best fitted to teach."

"There are," according to Dr. Maxwell, "three kinds of principals—the martinet, with cast-iron rules, for every teacher; the laissez faire principal, who sits at his desk most of the time; the principal who, while not laying down cast-iron rules, is constantly active and encourages and aids his teachers to make creater efforts, who keeps them from goencourages and aids his teachers to make greater efforts, who keeps them from going off at a tangent without repressing originality. This last class, I believe, makes up the majority of the principals of New York."

Dr. Maxwell on Nature Study.

Nature Study was discussed at a recent meeting of all the superintendents of New York city. City Supt. Maxwell in opening the discussion said that nature study is one of the cruces of the ture study is one of the cruces of the elementary course of study. In observing this work in New York, Boston, and elsewhere, he said he had found few schools where the work is successful. Success, where found, was usually due to the enthusiasm of the principal. In the majority of cases, however, he found nature study a flat and total failure. Many, especially of the older teachers had had little laboratory work and possessed but little knowledge of the subject. Proper material, furthermore had ject. Proper material, furthermore, had not been supplied. It is necessary that the teachers should be properly prepared, the required material supplied, and the work thoroly organized under one directions in the supplied to its years, and that our college students are well informed on the subjects of personal and school hygiene."

School Community Organization in the supplied to its years, and that our college students are well informed on the subjects of personal and school hygiene." ing influence.

Emergency Repair Fund.

In accordance with the plan announced some time ago the building committee has adopted a scheme for allowing prin-cipals of schools to spend not more than cipals of schools to spend not more than a certain amount each school month for emergency repairs. The amounts allotted vary according to the size of the school, \$100 being the allowance for a nine-room building for a year, and \$350 for a fifty-nine room building. Not more than one-tenth of these amounts may be expect in any one school month; the types spent in any one school month; the sums may be spent for locks, keys, hinges, sash cord, broken glass, broken water pipes in emergencies, but a mechanic is to be employed only when the janitor cannot do the work.

Retroaction of Davis Law.

Action has been begun in the Supreme Court by Annie E. Bigelow, a school teacher, against the board of education to recover back salary from January 1, 1900, to May 1, 1900. This suit involves the validity of the retroactive clause of the Davis law, which went into effect on May 8, 1900, but it provided that it should take effect as of the first day of January, 1900. To meet the increased salaries from that date to May will require about from that date to May will require about \$600,000. This amount will have to be paid out if the teacher wins, as this is regarded as the test case.

Reduction of School Tax.

Reduction of School Tax.

A bill amending the section of the Greater New York charter, which sets aside four mills of every dollar of the total assessed valuation of the city for the general school fund, has been framed substituting three mills for four. This bill is said to be necessary on account of the increase of assessments in the city.

If the change were not made, four mills would produce nearly \$21,500,000, which is above the actual need. It is estimated that the three mill fund will produce in 1903, \$16,068,299.90.

The Low administration desires that the school teachers should know that the proposed amendment will in no way affect their interests.

their interests.

Physical Education Courses.

A two years' course in physical educa-tion is to be started at Teachers college, Columbia university, next year. Instruction is to be started at Teachers college, Columbia university, next year. Instruction will be given in psychology, child study, physiology, bacteriology, gymnastics, hygiene, education, the theory and practice of teaching, physical education in secondary schools, the history of physical education, and anthropometry. A new building is to be erected for this work at a cost of a quarter of a million dollars. It will contain a gymnasium, laboratories, and modern appliances in ohysical education. Dr. Thomas Denison physical education. Dr. Thomas Denison Wood will have charge of the new de-partment. Dean Russell, of Teachers college, in speaking of the need of physi-

cal education says:

"Hygiene, or the science and art of health, is one of the most important studies if not the most important, in the eduif not the most important, in the education of any person, and yet how sadly is it neglected. Our children grow up to manhood and womanhood in ignorance for the most part of the commonest laws of health, with pernicious habits and tastes in matters pertaining to cleanliness, mental and bodily exercise, recreation and diet, and lamentable misconceptions of the nature of the human organism and of its highest functions. Our duty is obvious. We must see to it that every child in our school has the instruction child in our school has the instruction best suited to its years, and that our col-lege students are well informed on the subjects of personal and school hygiene."

A citizens' school society, called Long-acre league, has been formed to discuss the following propositions, as affecting the district between Thirty-fourth and Fifty-ninth streets, west of Seventh

1. Our schools, their welfare and

2. Provision for wholesome and instructive recreation for the young people of the district.

school, affording accommodations for a girls' grammar department and also for a kindergarten waiting list of more than a hundred. thereby relieving the pressure on the Forty-seventh street school, and that the latter should be replaced with a modern building. modern building.

Dr. Long on Nature Study.

Dr. Long on Nature Study.

The Society for the Study of Practical School Problems listened to an address by Dr. William J. Long on "Nature Study in City Schools." on January 10. He said that "science is a matter of facts; nature study looks deeper and seeks to find the deeper secrets of animal experiences and plant growth." He believes nature study to be really a study of life. It should be characterized by a joy of presentation and an enthusiasm of development which shall lead our pupils development which shall lead our pupils to a higher life.

There are, he said, three sides of the problem of teaching nature study in city schools: interest, opportunity, and kin-

Ship.
On the side of interest he believed the saddest case of all to be the boy who is not taught to love nature. Too often his growth in this direction is thwarted by uninteresting methods of and stunted by uninteresting methods of presentation, or starved by lack of sympathy. If we keep the pupils from developing the love for nature study, they will soon lose all interest.

But before the teacher can hope to inspire the child to love nature she must herself be inspired. Help can come from reading the best books on the subject, from practical experiments and excur-

The greatest work should be done to instill in the minds and hearts of the pupils the true kinship of nature; that we as human beings are only a higher part of the great animal creation. Rightly managed nature study is not an addition to the present hard task of instruction, but is something which gives inspiration to the school life and awakens the jaded spirits of the tired children.

An Exciting Board Meeting.

The local school boards of districts Nos. At and 42 of Queens county met in the Elmhurst Bank building, at Elmhurst, on Jan. 12. There was considerable business to transact in connection with organization for the new year and the sessions lasted until after midnight when sessions lasted until after midnight when they were broken up by the appearance of a squad of policemen and a lot of citizens who drew revolvers and shouted like madmen. For a few minutes a general hubbub prevailed, but quiet was finally restored and explanations showed that the whole cause of the trouble was the ringing of a burglay alarm from the the ringing of a burglar alarm from the bank building. Both boards immediately passed a resolution that when they meet in the bank building again they will noti-

fy the police.

Aside from the scare, considerable business was transacted. A resolution was passed providing that German be taught in all the upper grades of the schools of the borough. This resolution covers about a dozen public schools. The residents of the German section of Queens borough have been making a fight Queens borough have been making a nght for this for several years. German has been taught in one of the College Point schools for some time with the sanction of the district superintendent. The ex-periment is said to have worked out ad-mirably, and the parents of the children who attend there are greatly pleased with the result.

3. Any and all subjects vital to the interests of the districts that may be regularly brought before the league. The subject under discussion at its first meeting, on January 9, was the unsanitary and inadequate school accommodations in the district. The meeting favored the building of an addition in the called upon to explain, and a licensed rear of the West Forty-fourth street.

Educational New England.

The contest for the presidency of the the gifts from Emperor William, which Boston school committee at its first are expected about Feb. 1.

meeting, on January 13, resulted in a deadlock after thirty ballots had been formally one at some data in February. taken.

The school board completed its organization by the re-election of Grafton D. Cushing as president on the thirty-fourth ballot. This is a complete triumph for ballot. This is a complete triumph for the non-partisan element as represented by the public school association.

Negotiations have been begun for the Negotiations have been begun for the purchase of a large tract of land in the Back Bay district for the new Simmons College for Women. If this tract, which comprises about three and a half acres, is secured, the proposed group of buildings for the college will be erected at once.

The local honorary secretaries of the Egypt exploration fund in the United Egypt exploration fund in the United States have sent a request to the fund officials, in London, that the Rev. Dr. William Copley Winslow, founder of the American branch, be elected honorary vice-president of the organization. The request is signed by over eighty men including the presidents of the larger universities of the country.

WESTWOOD . -Miss F. C. Lawrence, WESTWOOD.—Miss F. C. Lawrence, of Marlboro, N. H., has been elected principal of the Fisher school, a position made vacant by the death of Miss Alice L. Williams. Miss Lawrence is a teacher of experience, a graduate of the Pittsfield, Mass., high school, and of the State Normal school at Framingham.

NORTON, MASS.—The new high school was dedicated with appropriate exercises on Jan. 14. Rev. Francis W. Holden presided, and President Samuel V. Cole, of Wheaton seminary, spoke on "The Common Public Schools as the True Educators of the American People." The Common Public Schools as the large cators of the American People." The school is a two bundred pupils. The accommodate two hundred pupils. The offices of the superintendent of schools are in the center of the first story, and there are two large school-rooms on each side. The second story is similar to the first, but with a laboratory over the of-

HANOVER, N. H.—The catalog of Dartmouth shows an enrollment of 789 students, of which 700 are in the college proper. The freshman class numbers 230, as compared with eighty before President Tucker's administration. The Tuck school of administration and finance has twenty-eight students, and the Thyn school of civil engineering thirty-two.

Dr. John Dewey, professor of philosophy and education at the University of Chicago, addressed the teachers of Rhode Island, at Providence, Jan. 10, on "Social Change and Educational Reform."

PROVIDENCE, R. I.-The Rhode Island PROVIDENCE, R. I.—The Rhode Island School of Design has just received a valuable gift from Mrs. Eliza G. Radeka, and Messrs. Stephen O., Jesse H., and Manton B. Metcalf, the children of the founders, Jesse and Helen Rowe Metcalf. It is the old Central Congregational church a building that has been standing idle for some year. It is lesses and well. idle for some years. It is large and well adapted in every way for the uses of the school. The use is unrestricted.

The Germanic museum at Harvard, to which Emperor William has promised valuable gifts, was opened on Jan. 7. As the purpose of the museum is primarily educational, no attempt has been made

Harvard's new Semitic museum will be formally opened at some date in February. rious collections are now on exhibi-Professor Lyon's on his recent visit to Palestine, Syria, and Egypt collected a variety of objects illustrating both ancient and modern life in the Orient.

Prof. Colwell, a graduate of Harvard, as been appointed a professor in German at Tufts college.

Harvard university has recently completed a new lecture hall at a cost of \$100,000, the gift of an unknown benefactor. The hall contains a large lecture \$100,000, the gift of an unknown benderactor. The hall contains a large lecture room with a seating capacity of over 950, and six small section rooms. The interior of the larger room was carefully designed by Prof. Trowbridge, of the department of physics, in order that the acoustic qualities might be good. It is said that the result has been entirely satisfactory.

Secretary Stakes, of the Yale corpo-Secretary Stakes, of the Yale corporation, has announced that Prof. Harry B. Jepson, of the department of music, and the college organist, will have the place of organist of the great Newberry organ to be installed in the Woolsey auditorium at Yale this spring. Professor Jepson graduated from the academic department of Yale, in the class of 1893, and since then has been college organist in Battell chapel, and assistant professor of the theory of music in the Yale music school. This new Yale organ is to be among the one or two great organs of the world and will cost \$40,000.

The annual report of the treasurer of The annual report of the treasurer of the Yale corporation shows that the permanent funds of the university were increased during the year by \$156,836 and the building funds by \$493,118. The university also has received gifts which have added \$25,123 to its income. The income for the year fell \$17,991 behind expenses, the latter being \$796,883.

By the gift of Mr. and Mrs. William H. Mosely, of New Haven, the Peabody museum, of Yale university, has the finest single collection of Indian basket weaving in existence. The collection includes several hundred specimens from various parts of the West, including Mexico, British Columbia, Alaska, and the Aleutian islands. Practically every basket weaving tribe known is represented. There are many specimens of the wonderful Pomo Indian baskets, a half ed. There are many specimens of the wonderful Pomo Indian baskets, a half dozen rare Tulare specimens, a fine Apacheolla and a Navajo sacred basket, twenty Klamath baskets, two Haida rare hats from Queen Charlotte islands and a rich collection of Tlinket island baskets, made of twisted cedar bark fiber and mountain goat wool.

MIDDLETOWN, CONN.—The bi-centenary of the birth of John Wesley is to be elaborately celebrated at the beginning of the next commencemnt week of Wes-leyan university. It is expected that the occasion will bring together the largest assemblage of the alumni of the univerassemblage of the autimit of the university ever gathered at Middletown. Among the prominent speakers will be the Rev. George Jackson, of Edinburgh, Prof. C. T. Winchester, of Wesleyan, and Woodrow Wilson, president of Princeton university.

Boston University Changes.

Dr. William F. Warren has tendered his resignation as president of Boston university, to take effect at the end of the current year. He has been the only president of the university, and he has practically performed its duties for thirty-six years. A very large part of the educational, no attempt has been made the current year. He has been the only to secure originals, but copies of German president of the university, and he has architecture, sculpture, and painting have been collected with a view of illustrating the different periods of Germanic culture. There will be no formal opening of the museum until the arrival of only has a high standing with the Metho-

dist denomination, but it is recognized everywhere as one of the best in the

country.

President Warren now feels compelled to perform less labor, and the professor-ship of the world's religions being more to his tastes he prefers that to the ad-ministrative duties. He will take a year of rest before returning to the duties of instruction.

At the same meeting of the board of trustees the resignation of Prof. James Schoolee, LL.D., from the chair in the Law school which he has held since 1884,

was presented and accepted.

The university has received a gift of \$25,000 from Prof. Augustus H. Buck to the general endowment fund. Prof. Buck was one of the first professors in the university and continued in its service until two years ago, when he became professor emeritus.

Mr. Freeman Marshall Josselyn has been elected professor of Romance lan-guages; Mr. Dallas L. Sharp, assistant professor of English, and Mr. William E. Auvello, assistant professor of Greek. Mr. Alexander H. Rich has been appointed instructor in Latin.

Red Letter Day of Girls' High.

About one thousand women gathered in the hall of the Girls' High school on the evening of Jan. |16th, to celebrate the fiftieth anniversary of the opening of the school. It was also the golden anniversary of Miss Harriet E. Caryl, who has been connected with the school from the propring. The precident of the agent its opening. The president of the asso-ciation, Miss Gertrude T. Jacobs, pre-

Miss Caryl gave a sketch of the history of the school from its opening in the building now used for the school board rooms, down to the present. Of the teachers at that time, Miss Johnson, a cousin of the poet Whittier, is the only one living. The course of the school has steadily broadened since that time, but the school board then took a much greater interest in the school than at present. interest in the school than at present. It consisted mainly of professional men who visited frequently enough to become

who visited frequently enough to become acquainted with the pupils individually, and they often conducted recitation.

A paper sent from England by Mrs. Julia Jellison Wright, a former pupil and teacher, was read by Miss Katharine Shute. It gave a vivid picture of the school in the times of the Civil war.

Miss Elizabeth L. Smith, who claimed the day as her silver wedding to the school, spoke of the great influence of Dr. Samuel Eliot as head master. He left behind him a "school glorified."

The present master, Dr. John Tetlow,

The present master, Dr John Tetlow The present master, Dr. John Tetlow, spoke of some of the problems that the teachers of the school are compelled to meet, and particularly of the ways in which moral influences are exerted. He touched upon the help afforded by alumnae associations in maintaining the best standards of efficiency in the school. The noble ideals and traditions of the past, too, have a wonderful influence.

A Longer Teaching Year.

The trustees of Columbia university have made some radical changes in the calendar of the institution which will give it one of the longest teaching years of any American university. Academic exercises will be held, after this year, on Lincoln's and Washington's birthdays, Memorial day, and other legal holidays during the college year, as well as on Saturdays and other week days.

Commencement day will not be changed, but the university year will begin ten

but the university year will begin ten days earlier than usual.

It is believed by the university council that a suspension of exercises on legal holidays is desired by neither officers nor students, and is often embarrassing to the work of instruction.

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Recent Deaths.

Dean Estevan Antonio Fuertes, formerly head of the college of Civil Engineering of Cornell university, died on Jan. 15. He was born in Porto Rico and received an academic education, obtaining the degrees of Ph. D. and C. E. From 1861 to 1863 he served as the director of 1861 to 1863 he served as the director of the western district in the department of Public Works of Porto Rico. From 1864 to 1869 he was the engineer of the Croton Aqueduct Board of New York. During the next two years he acted as engineer-in-chief to the United States ship canal in-chief to the United States ship canal expedition to Tehuantepec and Nicaragua. From 1871 to 1873 he was consulting engineer to the city of New York. Since then, until Nov. 8, of last year, he was connected with Cornell, from which he resigned on account of failing health. He leaves a son, Louis A. Fuertes, one of the leading ornithological illustrators of the country and a daughter, the wife of Dr. Hitchcock, of Cornell.

Prof. V. H. Vandiest, a well-known geologist, died recently at San Luis, Col-

LOWELL, MASS.—Mr. James S. Russell, teacher of mathematics in the Lowell high school for forty-four years, died on January 14, aged eighty-six. At fifteen, he was apprenticed to a shoemaker, but not liking the work he fitted himself by hard study for teaching, beginning in Weston. He afterwards taught in Hingham, Lexington, and Arlington. In 1833, at the age of twenty-six, he entered Brown university, but two years later, having the opportunity to enter the Lowell high school, he left college, and he continued in the school until 1879. Brown university conferred the degree of A.M. upon Mr. Russell in 1876, in recognition of his eminent success as a teacher.

Richard Mansill, an astronomer of repute in the United States and England, died on January 5. He was the author of a number of well-known scientific works and has published Mansill's Almanac of Planetary Meteorology since 1876.

At the meeting of the American Association for the Advancement of Science ciation for the Advancement of Science in Washington on December 29, two of the principal addresses were by Carroll D. Wright, commissioner of labor, and Prof. John Joseph Flather. Dr. Wright spoke on "The Psychology of the Labor Question."

Professor Flather spoke on the "Mod-ern Tendencies in the Utilization of Power." In treating this subject he dis-cussed compressed air, electricity, and oil and gas fuel.

Chicago and Thereabout.

R. T. Crane has offered to equip the Tilden school with a manual training out-fit of large scope and the board of edu-cation has accepted his offer.

Library cases have been ordered fitted up in the rooms of the management committee of the Chicago board of education. These will be used for a large number of books, public documents, reports from boards of education, scientific societies, and government bureaus which have been in the offices of the board but inspecsible in the offices of the board but inaccessible to teachers and others who wished to consult them.

Mr. William L. Tomlins began his course of lectures for teachers on music course of lectures for teachers on music on January 9, before a large number of subscribers to the course. He said in part: "It is as natural for a child to sing as to laugh. Song is the play of the soul. But the artificial song voice, however sweet and smooth, is as empty and worthless as a make believe laugh. Sincerity is the test of song. To be sincere is to be yourself, to be all of you, and this realness comes to us in play rather than in the matter of every-day existence.

ence.
"It is necessary to humanize art.
Every boy must be treated as to his individual needs; his nature must be
studied."

The board of education has authorized the printing of 5,000 copies of an elementary school algebra.

M. F. Dunn, of Boston, has been appointed instructor of gymnastics at the University of Chicago.

President Harris' Report.

The annual report of Graham H. Harris, president of the Chicago board of education, declares that in the cut in the expenses of educational work of the city, made necessary by the reduction of the education fund, there was no discrimination shown and that the salaries of the ation shown and that the salaries of the teachers and other employees of the board were only cut as a last resort. The report goes on to say that under the prudent and careful management of Supt. Cooley, the board has saved thousands of dollars thru the introduction of improvement methods and a system which sands of dollars thru the introduction of improved methods and a system which places merit above pull. The uniformity of the administration of the affairs of the educational corps, it adds, has been greatly improved. Merit has received its reward, and incompetency its deserved rebuke.

President Harris urges the establishment of more kindergartens, the expan-

ment of more kindergartens, the expansion of the system of night schools, the erection of additional manual training erection of additional manual training schools, and an increase in the number of truant officers to carry on effective work in the compulsory education department and thus meet the demands of the growing school population. He places Chicago first among cities in this country in its facilities for the instruction of the deaf, dumb, blind, and crippled.

Larger Powers for Superintendent Cooley.

Cooley.

The Chicago board of education has requested the Illinois legislature to pass an amendment to the school law of the state largely increasing the powers of the city superintendent of schools. By this proposed amendment the superintendent is given the initiative of appointment, promotion, transfer, and suspension of teachers, tourse of instruction, discipline, and conduct of the schools. The term of office of the superintendent is to be five years, after he serves satisfactorily for one year. His salary cannot be decreased during his term. On his nomination as many assistants may be appointed as occasion tants may be appointed as occasion

The appointment and promotion of elementary teachers is to be on the basis of merit, ascertained by examination, and on the basis of character and length

This proposed amendment is an unqual-ified endorsement of Supt. E. G. Cooley and the present system, and practically it would only make it more permanent by enacting it as a law.

History From the First Year Up.

The committee on history reported the following resolution to the Chicago Principals' Association, at its meeting on January 10:

January 10:

"History work should begin with the first and extend thru the eight grades of the elementary course. We realize fully that history, regarded as cause and effect, has little place in the grades, but stories, simple enough to charm the ear of a kindergarten child, may have an historic content. The facts which we teach will be foreotten; this presidth of horizon and content. The facts which we teach will be forgotten; this breadth of horizon and clearness of prospective abide forever."

An Object Lesson

In a Restaurant.

A physician puts the query: "Have you ever noticed in any large restaurant at lunch or dinner time the large number of hearty, vigorous old men at the tables; men whose ages run from 60 to 80 years; many of them bald and all perhaps gray, but none of them feeble or senile?"

Perhaps the spectagle is as common as

but none of them feeble or senile?"
Perhaps the spectacle is so common as to have escaped your observation or comment, but nevertheless it is an object lesson which means something.

If you will notice what these hearty old fellows are eating you will observe that they are not munching bran crackers nor gingerly picking their way thru a menu card of new fangled health foods; on the contrary, they seem to prefer a juicy roast beef, a properly turned loin of mutton, and even the deadly broiled lobster is not altogether ignored.

The point of all this is that a vigorous old age depends upon good digestion and

old age depends upon good digestion and plenty of wholesome food and not upon dieting and an endeavor to live upon bran crackers.

There is a certain class of food cranks who seem to believe that meat, coffee, and many other good things are rank poisons, but these cadaverous, sickly looking individuals are a walking condemnation of their own theories.

The matter in a nutshell is that if the stomach secretes the natural digestive stomach secretes the natural digestive juices in sufficient quantity any whole-some food will be promptly digested; if the stomach does not do so, and certain foods cause distress one or two of Stu-art's Dyspepsia Tablets after each meal will remove all difficulty because they supply just what every weak stomach lacks, pepsin, hydrochloric acid, diastase, and nux. and nux.

lacks, pepsin, hydrochloric acid, diastase, and nux.

Stuart's Dyspepsia Tablets do not act upon the bowels and, in fact, are not strictly a medicine as they act almost entirely upon the food eaten, digesting it thoroly and thus giving much needed rest and an appetite for the next meal.

Of people who travel nine out of ten use Stuart's Dyspepsia Tablets, knowing them to be perfectly safe to use at any time, and also having found out by experience that they are a safeguard against indigestion in any form, and eating as they have to, at all hours and all kinds of food, the traveling public for years have pinned their faith to Stuart's Tablets.

All druggists sell them at 50 cents for full-sized packages and any druggist from Maine to California, if his opinion were asked, will say that Stuart's Dyspepsia Tablets is the most popular and successful remedy for any stomach trouble.

The Decline of Male Teaching.

The last report of the United States commissioner of education shows how the number of male teachers is diminishing.
The percentage of male teachers in the public schools of the country has decreased from 41 per cent. of the whole number in 1870 to less than 29 per cent. in 1900. The percentage of women teachers, according to geographical divisions is as follows: North Aslantic, 82.2; South At-

follows: North Aslantic, 82.2; South Atlantic, 60; South Central, 45.5; North Central, 72.7; Western, 74.9, an average of nearly 72 per cent. in the whole country. The average monthly salary for men is \$47.55; for women, \$39.17.

The average discrepancy in favor of men by divisions is as follows: North Atlantic, per month, \$16.09; South Atlantic, \$1.23; South Central, \$7.37; North Central, \$10.52; Western, \$10.43. The reason for the small difference in the South Atlantic states is because the average for men is only \$29.62 per month.

National Institute of Commercial Schools.

A large plan is being developed for the union of the commercial colleges of the country to obtain a higher commercial education. Seventy-five managers of commercial schools met in Milwaukee recently and discussed the plans submitted by Dr. H. M. Rowe, of Baltimore, for the establishment and maintenance of a great central commercial institute to bear the same relation to the business colleges of the country that the Carnegie institute at Washington is to bear to the great universities, and with which all commercial schools might become affiliated by maintaining uniform courses of study and uniform standard for and uniform standards for graduation.

If the institution is founded it will be endowed by wealthy business men who desire higher standards of business education. It will afford post-graduate courses for commercial teachers and such advanced courses in commerce as are now found in the schools of commerce in sev-eral universities. It will be designed to fit students for the consular service and to give special instruction in higher accounting, auditing, and statistics. Special courses are proposed in business organization and administration that shall teach the methods employed in the forming and conduct of the great corpora-

tions.

A committee was appointed to work out the details of this plan and to report to the Private Commercial School Business Managers' Association at Boston next July. The members of the committee are: Dr. H. M. Rowe, of Baltimore, chairman; Charles J. Miller, of New York; F. E. Verden, of Chicago; R. C. Spencer, of Milwaukee; J. C. Walker, of Danville, Ill.

Dr. Rowe feels that if the plan goes thru the institution should be located in Washington, where the best facilities for the study of consular service, statistics,

tudy of consular service, statistics, and public accounting could be furnished. It is proposed to go into the school of commerce idea even more extensively than the universities have, to give a full course in political economy and to pro-vide the best possible instruction in the compilation of statistics, the auditing of compilation of statistics, the auditing of public accounts, and the organization of great corporations. Courses of lectures would be given by masters of finance and captains of industry, with a view to teaching how to organ ze trusts and build up and administer great businesses. The faculty is to include university trained men who have become interested

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in commercial school work, one of the best teachers from each of the affiliated schools, and representative busines engaged in large operations and who have well defined ideas as to what should

constitute efficient business training.

Primarily such an institution would be the central organization for all the best business schools in the country, intended to exercise some control over them, to help them to raise themselves to a high help them to raise themselves to a high standard and to maintain that standard when once attained. The first step in that direction would be the requiring of uniform standard for graduation and uniform courses of study of all affiliated schools. It would also require all schools which provide teachers' courses to have a uniform standard of marking upon which certificates could be issued.

Opposed to Worldly Studies.

Opposed to Worldly Studies.

Because they were forced to buy grammars, geographies, physiologies, and histories, the Amish church people in the vicinity of Nappanee, Ind., have protested against sending their children to the district school. When informed that they must procure these text-books or take their children out of school, they leased a building and established a school of their own. Here only arithmetic, reading, writing, and the New Testament are studied. The county truant officer is now attempting to get them to use all the text-books of the common schools, and unless they do so he will begin proceedunless they do so he will begin proceed-ings against them for violation of the Truancy act.

The Amish sect is one of the branches

The Amish sect is one of the branches of the old Mennonite church. They are a farming people and are found in communities thru Pennsylvania and the middle West. They endeavor to carry out to the letter the teachings of the Bible and their interpretation of scripture has fastened on them many curious customs. The Amish are non-resistants, opposing war in all its forms. They do not vote, and avoid the courts as much as possible. They have no fixed meeting places, but hold their services in barns and houses.

Child Labor.

Bills have been drawn up to be pre-sented to the legislature which aim to do away with the evils of the employment of children of tender age in factories and

state factory inspector states that the child labor laws are pitifully inade-quate, and attributes this to the lack of harmony between them and the compul-

Close study shows that a child need attend school only eighty days in the school year under the compulsory education law. Its parents are tempted to school year under the compulsory educa-tion law. Its parents are tempted to secure a false employment certificate by swearing the age of the child to be four-teen years, when it may be only thirteen or twelve. It is recommended by the factory inspector that "such evasions of the law, which have always been numer-ous," be done away with by requirement for a certificate of employment of official evidence of the age of the child derived from public records of births. Many in-

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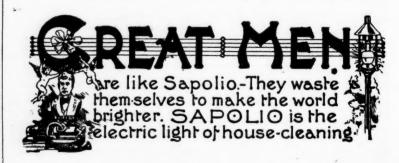
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stances of perjury on the part of the parents have been disclosed when the public school teachers of the lower grades, called upon to strengthen the employment certificate, have discovered a discrepancy between the age of the school record and that given by the parents.

Indian Names to be Kept.

The president has recently issued an important order with regard to the names given to Indians in government schools. Hitherto it has been the practice to give Ritherto it has been the practice to give the Indian students a name which varied according to the foolish caprice of some agent, teacher, or other white person. The president now decides that Indian children who enter schools, or go upon the agents' rolls, shall, whenever it is practicable, preserve as given names their Indian names, but shall receive as a surname the name of their father. This introduces a new principle, for the Indians have never had patronymics. They have had matronymics, clan names, and family names, but designation has seldom run in the paternal line. It is pleasing to learn that only the euphonious and usable names are to be perpetuated.

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educational journal and thus imbue their minds with opinions, thoughts, suggestions, and ideas concerning their work are making themselves into mere reciting posts. Such teachers usually fill their minds each morning with the twaddle in the daily papers, or the froth of the magazines; both of which unfit them to make any deep or permanent impression on their pupils' minds, the edge of their own being destroyed as by an acid.

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